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CENTENARY ISSUE

VOLUME XV

— 1942 —

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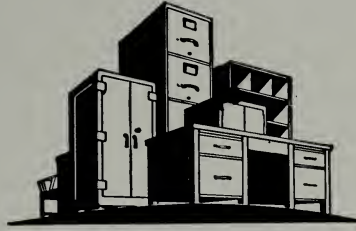
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JOSEPH McCULLEY, M.A.
Headmaster

A Personal Word

MILESTONES along a road are important, not so much because they inform a traveller how far he has already gone, but because they advise him of the distance yet to go.

Pickering College has, during the current year, passed a significant milestone. It is now one hundred years since the establishment of the West Lake Boarding School, later known as The Friends' Seminary of Ontario or Pickering College. During this period the School has had its "ups and downs", its successes and reverses, the chronicle of which appears in the leading article in this year book.

That the school has survived is due, not only to the labours of those who have been responsible for its destinies from time to time, but in large measure to the fact that throughout its history the school has been an expression of the fundamental Quaker faith in the infinite and eternal value of every human soul.

This belief in "persons" and their potentialities has always been a distinguishing feature of the Society of Friends; it is a basic tenet in the philosophy of the "new education". But it is not a new educational doctrine; it has characterized all good education at all places and in all periods of the world's history. It is essentially a religious faith—no matter in what words it may be expressed. It is a direct outgrowth of the Christian view of human life and destiny.

The present clash of titanic world forces seems to have been occasioned by the denial of the validity of this belief—or, perhaps, by man's failure to implement it in all areas of human activity and in all forms of human relationships,—social, political and economic. It can only be considered as a "tragic necessity" that the course of human events had rendered inevitable an appeal to the harsh and cruel arbitrament of war. It is, however, becoming increasingly evident that when the clash of arms is over there will still remain the challenge to men of intelligence and goodwill to prove that, in the final analysis, right is the only might,—that no peace can be assured unless it is based on justice,—and that no pattern of national or international organization can possess stability unless it recognizes the inherent worth of human personality and gives scope and dignity to the life of the "common man".

Our roll of service indicates that "old boys" and ex-members of the staff during the last fifteen years are taking their full part in the present grim struggle; it remains for others of us to strengthen and maintain those values, the survival of which can alone justify their sacrifice.

It is only these values which justify the past and the continued existence of this school and all other forms of democratic educational effort. As we pass the one hundredth milestone, therefore,—

We commit ourselves anew to the future,—

We affirm our faith in friendship and fellowship, sympathy, tolerance and co-operation as the only true bases of human relationships,—

We assert "that hope not fear is the guiding principle in human affairs"—

We dedicate ourselves to the proposition that goodness, beauty and truth are in the nature of the universe and that, in so far as in us lies, they shall not perish from the earth.

—:—

That the almost ceaseless alternation of work and play which constitutes the life of a boys' residential school has proceeded more or less normally during the past year, the following pages should bear sufficient testimony. The student body has been larger than at any time in the past fifteen years, chiefly due to the rapid increase in the enrolment of the preparatory department which now numbers thirty-six pupils in a total of one hundred and twenty-five. The war situation created certain difficulties in maintaining an adequate and efficient staff, all of which were happily surmounted. The urgency of the times reflected itself in an increased seriousness of purpose in all,—staff and students alike. Recognizing, however, our obligation to maintain inviolate the fundamental content of "a good education" we have endeavoured to provide a rich and balanced programme designed to stimulate the interest and to promote the all round development of students, both old and young, committed to our charge. Hobbies, clubs and special interest groups have flourished, modified in their form and programmes by the nature of the times in which we are living. Sound scholarship has still seemed a worthy end to be achieved; in the final examinations of last June 74% of junior matriculation papers were written successfully, 89% of senior matriculation; of all senior matriculation papers written 65% were passed with first or second class honours.

During the year I have endeavoured to maintain a contact with old boys on active service but the large numbers involved have made this a difficult task. Copies of the Centenary Souvenir Programme have, however, been mailed to all; I trust that "The Voyageur" will reach many and that it will remind them of their own school days and assure them that, at home or in the far corners of the earth, we are still comrades of the heart bound together by the common tie of a "dream worthy to be believed". To all of you,—our greetings and a fervent hope for a speedy and happy termination of your labours. Those others, whom no written word may reach,—who have paid the last full measure of devotion, we remember with affectionate pride and gratitude.

As usual, this year book will reach students during their summer vacations. To all of them, whether they be younger boys at home, or older students serving as volunteers in camps, on farms or in industry, go my warmest greetings and my thanks at the conclusion of another year. The members of the staff have this year faced new and exacting responsibilities and have discharged them faithfully. To each and to all of them, my fellow-labourers, I desire to express my gratitude for their contributions to the year 1941-42; to those who are leaving "on active service", best wishes

for a safe return. I would once again express my appreciation to those others, without whose continuing faith and generosity our work would not be possible, particularly to the Board of Management and its Chairman, Mr. Samuel Rogers, K.C. As another year becomes a part of the history of Pickering College it is my hope that it is not unworthy of those that have gone before and that, in some small measure at least, it may be equally worthy of the future for which we dream and hope and plan.

Jos. Mc Culley.

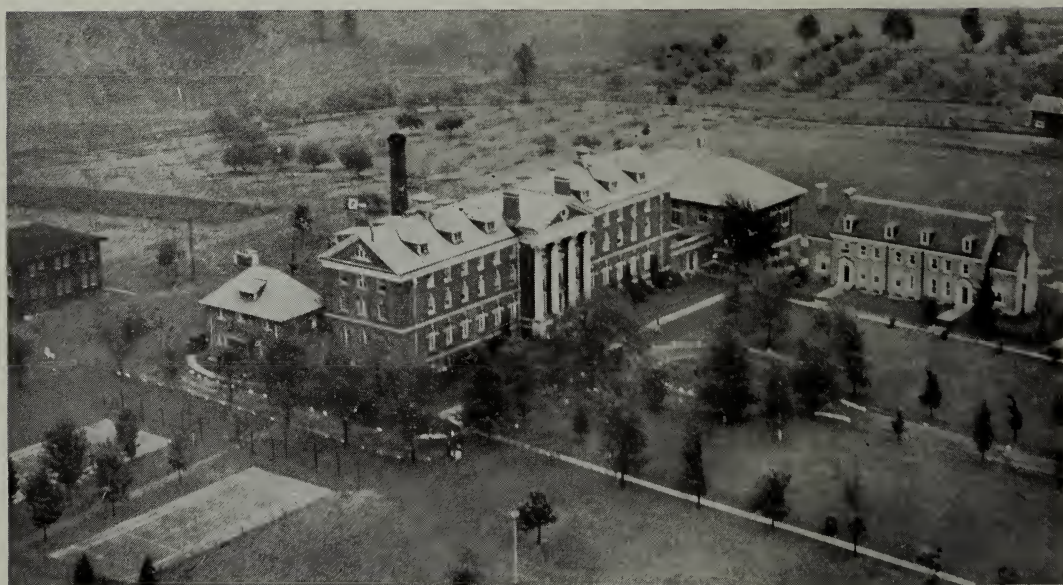


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PICKERING COLLEGE, NEWMARKET, ONTARIO
1908—1917 - 1927—1942

the VOYAGEUR

VOL. 15

1942

PUBLISHED BY THE STAFF AND
STUDENTS OF PICKERING COLLEGE, NEWMARKET
ONTARIO, CANADA

Editorial . . .

DO ACADEMICS INTERFERE WITH EDUCATION?

ONE OF THE SIGNIFICANT TRENDS in modern educational practice is an appreciation of the great wealth of educational opportunities to be found outside the classroom. Clubs, interest groups, activity programmes, and enterprises of all kinds provide valid media in which young men and women can "learn by doing". It is not surprising that some extremists take the view that formal classroom academics have very little to offer by comparison as a preparation for life. This has led in some cases to a dilution in the content of courses and an unfortunate reduction in standards to a point where the individual no longer faces a challenge worthy of his mettle.

Without wishing in any way to disparage the excellent educational possibilities existing in informal situations, many teachers will affirm the fact that formal education, handled with understanding by trained minds, furnishes an indispensable complement to other types. It is true that one learns by doing; it is even truer that one learns by thinking. To deprive a youth of as much formal education as his abilities justify is to deprive him of his birthright. In the education of free men, it is of first importance that educators have worthwhile objectives clearly in mind; such objectives may be classified as factual, personal, and social. The teacher in the classroom can make outstanding contributions in each of these categories.

The factual aspect of academics is a dual one. The citizen-in-training must be equipped with the specific facts with which to face the problems of his daily work; this is the utilitarian aspect. In addition, he must be permitted to dip into the great storehouse of facts and culture that he has inherited from the past; this is the spiritual aspect. Utilitarianism in its purest form is animal training; it may provide food for the body, but it provides none for the spirit. Long after the specific facts of a subject are forgotten, there remain cultural residues which enrich the soul of man and increase his powers of appreciation. To have studied chemistry is to have some appreciation of the unselfish devotion that drives men in laboratories to tireless toil so that others may live. When the "successful man" smugly

remarks that chemistry never did him any good, he is not criticising chemistry but rather making a very damaging personal admission.

Along with the factual learnings of the classroom go other associated learnings; these contribute directly to the personal and social aims of education. Henry Ford has said: "It doesn't matter much what you study, the important thing is, what is it doing to you". Such a statement places a hand on the shoulder of every teacher. The challenge is to seize upon the opportunities for developing free men. An emphasis on ideas, relationships, and general methods of thinking helps to produce straight thinkers; an awareness of the importance of attitudes helps to produce curiosity, open-mindedness, and tolerance. To guide one's students to a respect for knowledge; to encourage them to finish the job no matter how unpleasant; to inculcate a respect for good workmanship—such things are not only possible in formal academic situations, they constitute an objective that far outweighs any puny strivings towards 50% in June. The fact that these aims are difficult of attainment should not blind us to the possibility of attaining them.

It remains to re-emphasize the fact that objectives of education must always be viewed against the background of their social implications. The citizen must be prepared to accept his share of responsibility in co-operative living. It follows that the teacher must always be on the alert to bring life situations into the classroom, and to point the teachings of the classroom towards socially significant ends. The practice of self-discipline (discipline from within) and the voluntary acceptance of group discipline (discipline from without) are important to every citizen. Likewise the concept of freedom controlled by law forms a basic idea of a democratic system. The story of man's past offers many opportunities to drive home these great principles that are surely to shape his future.

In conclusion, it seems prudent that we should be aware of the potential values of academics before relegating them to an inferior place in the educational scheme. Under proper guidance, a course in algebra does something more than provide the student with an opportunity to dominate a system of ideas and test his skill against a fairly objective standard; it can also be used as a basis for the promotion of healthy growth—factual, personal, and social.

R.E.K.R.

END OF TERM

ONCE AGAIN school closes in the Spring and with our departure from Pickering we stop living in the present and start living in the past year. We think back upon opening day when we met old friends again and were introduced to new. We recall the early "bull-sessions" where we told each other of our academic aims and our athletic hopes. We look back on the football season when we learned the skills of the game and, moreover, the

meaning of sportsmanship. Basketball, Hockey, Baseball, Elections, the Christmas Banquet, Track and Field, Exams., and Garrett Cane memories enter our minds never to be forgotten.

I think I should express on behalf of the committee a sincere vote of thanks to several people for their contribution to our school life and for their co-operation with us. First of all it is only fair that we thank you, the students, for putting your faith in us for leadership and for your continual willingness to co-operate all year.

Secondly our thanks goes out to our genial staff representative to the student body, Harry Beer, for his exceptionally fine guidance. The Headmaster and the rest of his staff must also be mentioned gratefully in this connection.

Lastly I think it would be unfair if we didn't congratulate Daniel Sherry and Donald Dewar, receivers of the Garrett Cane. Their contribution to school life left nothing to be desired.

Yes, the year 1941-42 was truly a great one. We had fun, most of us studied hard, and we learnt to be sportsmen in the real sense of the word. I think we as a student body have fulfilled the ideal of the school expressed in the Oath of the Athenian youth: "We have transmitted this city not only not less, but greater, better and more beautiful than it was transmitted to us." With real confidence I believe that the school of 1942-43 will do likewise.

VICTORY

by OWEN SEAMAN

Ye that have faith to look with fearless eyes
Beyond the tragedy of a world at strife,
And know that out of death and night shall rise
The dawn of ampler life:
Rejoice, whatever anguish rend the heart,
That God has given you the priceless dower
To live in these great times and have your part
In Freedom's crowning hour,
That ye may tell your sons who see the light
High in the heavens—their heritage to take—
"I saw the powers of darkness take their flight;
I saw the morning break."

From West Lake to Newmarket*

FROM THE EARLIEST DAYS of the Society of Friends in England, Quakers have maintained a consistent educational tradition. The philosophy inherent in that tradition has been marked to this day by a belief that "the object of . . . education . . . is to give every opportunity for the good principle in the soul to be heard"; and by a complementary conviction that an academic program should be supplemented by growth-inciting interests of a social, physical, and spiritual nature. The ideas and attitudes implied by these beliefs came to Upper Canada in the early days from England, largely by way of the United States. Inspired by Ackworth School, established in 1779 near Pontefract in Yorkshire, New York Friends Yearly Meeting opened in Dutchess County in 1796 the Nine Partners Boarding School; this coeducational frame and clapboard structure—with a frontage of nearly a hundred feet—represented to the pioneer Quaker groups in what is now Ontario the best Friends education which was at that time available to them. There were no holidays at Nine Partners; attendance there involved a long separation from home for Canadian children, as well as considerable expense, in spite of the creation by American Friends of a special fund for young scholars coming down from Canada. By 1838 the Canada Half-year Meeting had recognized that the elementary instruction offered in or near the local meeting houses, with but few boys and girls proceeding to Nine Partners, was inadequate; monthly meetings, therefore, were instructed "to open subscriptions to defray the expense of a Boarding School in the province." The Methodists had already established Upper Canada Academy at Cobourg, and within a few years the Anglican, Presbyterian, and Roman Catholic churches were to found denominational institutions of learning. It remained, however, for Joseph John Gurney, brother of Elizabeth Fry, to move the Canada Half-year Meeting to decisive action. Wealthy friend of political and social leaders on both sides of the Atlantic and one of the most distinguished Friends ministers of the day, Gurney not only contributed financially to the projected Friends school, but also selected personally a site "admirably adapted for a manual labour boarding school" on the old Danforth Road in Prince Edward County, about four miles west of Picton. With a red brick house for the girls and a frame house for the boys, both departments of the West Lake Boarding School were functioning—as separate units, it is true—by the spring of 1842.

For £12-10 per annum board, tuition, pens, ink, and paper were provided the young Canadian scholars. The school discipline seemed not unreasonable: the committee strongly recommended, for example, that those pupils "who are in the habit of chewing tobacco wholly abstain from a

*(Material for this essay has been abstracted by Mr. F. D. L. Stewart from the paper "One Hundred Years of Quaker Education in Canada: The Centenary of Pickering College", prepared by Professor Arthur G. Dorland of The University of Western Ontario, read before the Royal Society of Canada, May, 1942. Dr. Dorland is a former student and teacher of the school, the father of three "old boys", and a member of the present Board of Management.)

practice so unbecoming to youth"; and also that "large scholars who will not obey the rules of the school after being suitably admonished shall be expelled." The "three R's", with English grammar and geography, were taught, and other languages were added later. In accordance with the very sound theory that "learning and labour properly intermixed greatly assists the ends of both—a sound mind in a healthy body", male pupils were permitted to labour two hours each day, and to receive payment for their work; the girls too could engage in "suitable employment".

Evidently the teachers shared in the common tasks about the school; in 1843, when Jesse H. Haines—the first teacher in the boys' department—was re-engaged, he "agreed to paint the Boys' School inside and out at his own expense." In 1857 there were one hundred and sixteen pupils registered, and the construction of a "farm labourer's dwelling" at this time would indicate that such a large number was too unwieldy for an effective work plan.

Instructions from the committee in charge which reflected practices and ideals peculiar to the Quaker religious ethic were far from rigorous—plainness of dress and propriety of language were to be observed, "light literature" (fiction) was aschewed, regular Friends' Meeting was to be attended, and the Bible was to be read daily at school. "Formalized plainness" was in time abandoned by the Society of Friends, but the ideal of simplicity in more vital ways as an attitude towards life continues to be of significant influence in modern Quakerism and in the Pickering College of to-day.

The West Lake Boarding School "served its generation well" until the end of the summer term of 1865. Responsibility for its upkeep had come to rest largely upon the West Lake Monthly Meeting rather than on the Canada Half-year Meeting; qualified teachers who were also Friends were difficult to obtain; and the growing state-system was offering serious competition to the school, whose somewhat out-of-the-way location prevented its attracting pupils from a very large area. The Canada Half-year Meeting, moreover, now severed its connection with the New York Yearly Meeting, and with this independence came the revival of a project for a boarding school, which would offer broader and more generally appealing educational opportunities, directly under the care of the New Canada Yearly Meeting. After some ten years of planning and financial organization, construction was begun along much more ambitious lines than had at first been contemplated, and in 1878 the first Pickering College, rising four stories high upon a gentle hill in the village of Pickering, opened its doors to scholars of both sexes.

The first Pickering College was a blend of the old and the new. In this respect and many others, the pattern of living and learning established sixty years ago is curiously reflected in the activities and objectives of the modern school at Newmarket. A dual emphasis marks the published aims of the school at that time: the needs of the young scholars were regarded from a practical point of view having reference to their later vocations in society, and their education was not limited by the academic curriculum. When a student had made his choice of profession, he was required to study only those subjects necessary for admission to that field; and a commercial form was established for those who wished to enter the world of business.

In these young Canadians was to be inculcated "a love of outside exercise . . . a prominent feature of the institution", and gymnasiums were available during "winter and inclement weather". A Literary Society was organized which met once a week, when lectures on literary and scientific subjects were heard. Among the distinguished visitors in this connection were George W. Ross, M.P., and Inspector James L. Hughes. A student paper was published by the simple and convenient method of having the editors read it to the assembled Society twice a term. Departments of Music and Art were added, and some paintings done under the tutelage of Edward S. Shrapnell, A.R.C.A., the first art teacher, were hung in the present school at the time of the Centenary Re-union through the kindness of Mr. Walton of Aurora. As a final suggestion of the spirit of this first Pickering College, there may be noted the gracious and rather curious survival of the old "manual labour" tradition in the announcement that "students who wish may have flower ~~lots~~ assigned to them for their own cultivation."

The history of Pickering College nicely exemplifies the truth of a belief often expressed by the present Headmaster that "there is no growth without a struggle." A division in the Society of Friends along conservative and progressive lines (the Separation of 1881), together with financial troubles, occasioned the temporary closing of the school in 1885. After seven years, however, operations were resumed, partly because of aid solicited and obtained from Friends in Great Britain by Mr. John R. Harris and Mr. Samuel Rogers. It is noteworthy that the College Committee described the re-opening at this time as "an act of faith", for the same phrase was spoken again in 1927, and "faith" has continued and will continue to make the school live.

To give expression to their faith, the Committee were fortunate to secure William P. Firth as Principal and Miss Ella Rogers, a graduate of the University of Toronto in Modern Languages, as Lady Principal: as Dr. Dorland writes, "so well did they succeed in this joint enterprise that in 1894 they joined hearts and hands to continue, as husband and wife, what was to be their life's work." Dr. Firth came to America from a Yorkshire mill town in the seventies; he became a member (later a minister) of the Society of Friends, and taught at Oakwood Seminary—a continuation of the earlier Nine Partners—before coming to Canada. His own field was Science, in which he received his Master's degree and afterwards his Doctorate from Queen's, but his learning was broad and his teaching exceptionally stimulating. His understanding of youth was matched only by the sympathetic and skilful endeavour of his wife, whose interest in the school has never flagged. It was perfectly fitting that the hundredth-birthday cake at the Centenary Dinner this year was cut by Mrs. Firth.

The activities and objectives at this time differed little from those successfully established before the closing. Various improvements were effected in the building; a new gymnasium was added, the gift of Samuel Rogers, and the "old pump" was abandoned where the "order of the bath" had long been established as a technique of justice dispensed by students to their fellows. By 1904 the school had not only reached its peak enrolment of one hundred and twenty students, with some from as far away as Jamaica

and Persia, but also had a reputation as fine as it was far-reaching. The school's achievement was brought to a conclusive but again only temporary end by a disastrous fire which, on the last day of 1905, almost completely destroyed the buildings and its contents.

The Committee lost no time in making plans for a new school. After four years of effort on its part under its generous and enthusiastic chairman, Albert S. Rogers, assisted by many Friends and well-wishers, notably Joseph A. Baker and Arthur G. Dorland who interested English Friends in the undertaking, students again entered Pickering College, a noble building beautifully situated on the outskirts of Newmarket. The first few years in Newmarket were not easy ones. The demand for this type of education had definitely declined. In the rapidly expanding Canadian economy, a set of values stemming from the Quaker tradition appealed to a relatively limited group of people with means sufficient to make use of a private school rather than the increasingly elaborate state schools supported by tax-payers. English-style colleges and finishing schools were fashionable. The leadership and devotion of Dr. and Mrs. Firth, however, surmounted this and other difficulties, and had it not been for the first World War the previous success would beyond doubt have been repeated. But a different mode of service presented itself, and the school, with its land and equipment, was turned over in 1916 to the Military Hospitals Commission to be used rent free as a mental hospital as long as it was required. The plant was released by the government in 1920.

For seven years the "school on the hill" did not function, and one might have supposed that its history as an educational institution had ended. But in the midst of the materialism and disillusionment general after the war, the great Quaker attributes of faith and vision endured. If a predominantly Quaker co-educational boarding school did not seem a practical venture, the College Board and the Society of Friends saw that a service of great significance to education generally might be performed by a private school with a freedom to experiment often lacking in more conservative foundations or government controlled institutions. A new charter was obtained for the school which left it associated with but not controlled by the Canada Yearly Meeting; the co-educational feature of the College was abandoned, since the duplicating of equipment was very costly; and finally, on the retirement of Dr. and Mrs. Firth, the Board believed that they had found in Joseph McCulley, the present Headmaster, a man who could undertake the kind of educational pioneering which the Board envisioned. A great opportunity was thus offered him and, gathering around him a group of young and enthusiastic teachers like himself, "a great experiment" was begun.*

*Of the 1927-28 staff of the College, besides the Headmaster, Mr. Taylor Statten, Mr. R. E. K. Rourke, Mr. R. H. Perry, Mr. J. A. Maitland, and Miss F. S. Ancient are still associated with the school. In 1942, Mr. Rourke was appointed Associate Headmaster; Mr. Perry is on leave of absence, a Flight Lieutenant in the R.C.A.F.; Mr. C. R. Blackstock, Director of Health and Physical Education, and more recently Preparatory Housemaster, came to the school in 1928.

Mr. McCulley, of Old Country birth and Canadian convictions, has been described as "predominantly non-conformist and eclectic in his religious and educational philosophy." This may be interpreted to mean that he is a keenly aware person, alive to and eager to apply the best in any system of ideas or practices. At one time a theological student at Wycliffe College, a graduate of the University of Toronto and the Ontario College of Education, and holding the Oxford degree of M.A., a synthesis of his knowledge and ideas might be said to be achieved by his inspiring respect for and faith in the personality and potentialities of human beings, especially young human beings. This attitude towards people is basic in Quakerism, and at the same time finds place in the theories of the "progressive" educators of to-day. Similarly, we had early occasion to note the Quaker emphasis on the practical in education; this is nothing more nor less than the "education for life" which is an expressed ideal of the modern Pickering College. Again, it will be recalled that there was little formal religious instruction in the early Quaker school, but that religion was traditionally regarded as an inward experience showing itself by a way of life; to-day at Pickering College the democratic way of life is studied, and the attempt is constantly made to instil into the members of the school group a sense of belonging to a co-operative community; the essentially Christian basis of this concept and all the spiritual values inherent in it are brought out by the regular Sunday evening chapel services offered by the Headmaster, members of the staff, or friends of the school.

The continuity of theory and practice through the last hundred years is apparent also in less general ways. The activities on the farm and grounds and in the workshop of the present school would gladden the heart of Joseph John Gurney, with his belief in the dignity and usefulness of manual labour. Physical exercise is still thought to be of fundamental importance; almost without exception every student participates in a year-round athletic program which emphasizes the development of lasting skills and the value of team-work. The facilities for "mental recreation" (in the phrase of '79), with its attendant broadening of the student's cultural experience and its enriching of classroom studies, are numerous, and best revealed by the current "*Voyageur*" with its accounts of the place occupied in the school by music and drama, the creative arts, and interest clubs of various kinds.

There is the absence in the school of superimposed, unexplained authority, and of artificial deference from student to master. Mr. McCulley has said on occasion that "teaching is relationship"; that is, the personality of the teacher must attract or interest the student to produce the most valuable and lasting exchange of ideas between the two. Thus, the Headmaster and staff endeavour to meet the students on the basis of friendship, and such respect as is due the older from the young is genuine and knowledgeable. Once a friendly relationship has been established, as is the way of friends the world over, the student in many situations may naturally address his teacher-friend by his first name. To correct a common misapprehension, it is perhaps not out of order to emphasize that the classroom, or any formal or official school meeting, does not present a situation in which this practice is acceptable.

That the foregoing ideas derive from a philosophy of education capable of successful practical application is demonstrated by the progress of the school during the past fifteen years. The enrolment of about one hundred and twenty-seven students in 1941-'42 is double the number of "pioneers" registered in the autumn of 1927. After four years of operation, the building appropriately known as Firth House was constructed, originally intended for younger boys in the lower high school grades, now the home of the flourishing new Preparatory Department. The corner-stone of Firth House was laid by Sir William Mulock, longstanding friend and regular visitor, who had performed the same ceremony a quarter of a century before when the main school was built. This growth has been matched and must in part be explained by a continuously improving academic standard; in 1941, for example, ninety percent of all honour matriculation papers written by students of the school were passed, sixty-seven percent with first and second class honours.

Pickering College to-day, in spite of war and the far-reaching effects of war, is conscious of its strength and optimistic of its future. It represents the achievement not only of those industrious and idealistic men and women who have worked in its classrooms and offices through the years, but also of those loyal and interested members of the College Board, who in a very real sense have "made everything possible." Dr. Dorland has demonstrated in his paper "a certain continuity both in (the) theory and practice" of the school for the past hundred years. Of equal interest is the part played by the Rogers family for the last sixty years in the development of the school. It will suffice to note that the present Chairman and Treasurer of the school. It will suffice to note that the present Chairman and Treasurer of the Board, Samuel Rogers, K.C., is the grandson of that Mr. Samuel Rogers whose name we have noted in connection with the first Pickering College and its re-opening in 1891. This continuity of personnel has doubtless helped to keep unbroken the continuity of philosophy mentioned, and has been of inestimable value. A remark current in the school this past term has been, "We're through the *first* hundred years," and history justifies the implication. No better conclusion to these notes could be found than the school motto:

Bene provisâ principia ponantur.

*"A new soul wakes with each awakened year.
The valiant soul is still the same, the same
The strength, the art, the inevitable grace,
The thirst unquenched for fame . . .
The long obedience, and the knightly flame
Of loyalty to honour and a name."*

—SANTAYANA



Setting for Closing Chapel Service, June 7th, 1942.

CHAPEL

IT HAS BECOME CUSTOMARY that each member of the staff arrange the service and give the address at one of the Sunday evening chapel services during the school year. While it is impossible to make this selection all-inclusive, the magazine is proud to print here significant selections from some of these services.

PICKERING DAYS are busy days. Our lives are full of crowding and bustle and hurry. It is easy for us to let important experiences be crowded out by non-essentials. It is easy for us to miss great opportunities, to lose sight of Christ in the crowd.

All those who would achieve must be workers. I do not mean necessarily the super-workers like Edison; but the great host of average men who have done the world's work throughout the ages; men who when faced with a task could clear the decks of unimportant things and get the job done.

At the recent Queen's centenary, many great men of our time were honoured, and as I watched them march to the platform to be laureated I saw the determined faces of men who knew how to work when work had to be done.

I wish that I could impress upon all of you tonight that Pickering offers you an opportunity to work, and that you must not let that chance be jostled out of your lives by a crowd of trivialities. It is necessary that each one of us learns to do a job. What you do it on doesn't much matter, so long as you do it on some worthy task.

"There Being a Great Crowd in the Place."

R. E. K. ROURKE.

AT FIRST GLANCE, the purpose of a school is education. By education, I do not understand merely the accumulation of facts and a little practice in the art of thinking; education is much broader than this; it includes

activity on the rugby field and in the gymnasium, on the hills and rinks, on the stage and in the shop, in the dining-room and in the Headmaster's kitchen, learning from contemporaries and from those older and those younger. But education is not an end in itself, even in this larger definition. The education of a young man should enable him to take his place as a citizen of Canada. If that seems a commonplace idea, it is because you have not thought deeply enough about just what Canada is, that land in which you have a stake by reason of your presence here. It is half of a vast continent containing many millions of people, containing mountains and rivers and lakes and plains the grandeur and glory of which are something which at best you can only imagine. In Canada is your home, in Canada is your favourite place of trees and blue water, the river you like best to paddle, the gleaming white hill on which you have liked best to ski, the woods which in younger days you liked to explore, the familiar street, the fields which you have watched in springtime and again in August and October, your friends and your family. A citizen of Canada will know these things, and appreciate them to their full. But there is a bigger concept of citizenship than the national. I am fond of the phrase "a citizen of the world". By that I mean a man who is aware of his kinship with all humanity, who recognizes that his fate is bound up with that of all human beings, who knows that a starving child in France is part of our common shame just as the heroism of a mother in London is part of our common glory. That is the ultimate in sense of community and citizenship.

"Democracy and the Individual."

F. D. L. SEWART.

WHAT YOU ARE CAPABLE of time alone will show, providing you make the best use of that time in growing. But at the end of your days let it be said of you that you have grown so completely that to your life may be applied that fine standard of classic Greece: "to this nothing can be added, nor from it anything taken away without destroying the perfect unity of the whole."

Let your growth not be stunted by sloth or withered by the eating blight of boredom; may it not be emaciated by too little of living or bloated by too much of sensual pleasure; let it not nourish the parasitic fungae of greed and fraud and ignorance, may it not bring forth the bitter fruit of mockery and cynicism, for cheap mockery and hollow cynicism are the last resort and ultimate futility of the mediocre mind striving for false recognition.

Rather may your growth be positive and purposeful. May your body be straight and your eye clear; may both your heart and your hand be warm, your anger just, your mercy swift, and your passion full-flowered. Having eyes to see, may you see; and ears to hear, may you hear; with a heart to feel and a mind to know and a soul to serve, may you feel and know and serve; and always may you grow—until, in the fullness of time, you reach your true stature and full fruition under God's heaven.

"What is the Measure of a Man?"

B. A. W. JACKSON.

“WE have all received a heritage from the past. Our bodies and our minds, our knowledge and our skills, our comforts and our pleasures, these are a free gift to us. Our school community with all it possesses of faith and friendship, of love and loyalty, is equally our debt to our grandparents. In return for this it is surely our responsibility to decide on a worthy gift from ourselves to those who will follow us. It cannot be done in ways that are cheap, trivial, superficial or selfish; it can only be done as each of us loses his own individual life in something greater than himself.”

“A Gift from Grandfather.”

“THE Christmas season bids us look up and behold the stars still shining. Perhaps that is what is wrong with our generation—we have forgotten to look up. But the star of human decency is still shining; the star of Christian fellowship shines on throughout the whole world. Faith in God and faith in man is still possible. It is being proven today that no sacrifice is too great to preserve the sanctities of human existence. The good, the true and the beautiful—these things are eternal, immortal and changeless. The light of these stars will lead us to the beginning of a new and nobler life for ourselves and our fellowmen.”

“The Stars Still Shine.”

“NOTHING in this world is ever achieved without struggle—without ‘dust and heat’. The value of that struggle, however, is determined by the ideal, the goal, the particular Grail to which we have committed ourselves. The great failure of education in our time has been that it did not provide young men with great convictions. This school has no business to exist unless it continues to send out a succession of graduates whose lives are on fire for some great cause.”

“Not Without Dust and Heat.”

“HITLER has mesmerized his young people with his beliefs. We cannot win the war, much less win the peace, unless we believe firmly, ardently and passionately in another kind of new order—‘The New Jerusalem’, ‘The Beloved Community’, that our efforts can help to create.”

“Marching Orders for Youth.”

“SOME of you, my friends of the staff and of the student body are leaving. We will miss you, but you will be among our cloud of unseen witnesses. We know you will not let us down. And as we believe that life is good and that it can and will be better, we will not let you down. Remember ‘they only are loyal to this school, who, departing, bear their added riches in trust for mankind’.”

“So Great a Cloud of Witnesses.”

The above five quotations are from addresses by the Headmaster.



R. E. K. ROURKE, M.A.

MR. R. E. K. ROURKE was this year appointed a member of the Board of Management of Pickering College. Besides this distinction, he was made Associate Headmaster. The *Voyager* would like to take this opportunity on behalf of the staff and students of the school to congratulate "Bob" on these new successes. That they were well earned goes without saying, that they were justified has already been proven.

Mr. Rourke is spending the summer as Camp Director at Camp Mazinaw. There he will have on the staff along with him several of the senior students of this year as assistants.

Human Priorities

*An address delivered by Joseph McCulley, M.A.,
Headmaster, Pickering College,
Newmarket, Ontario.*

at the

*Annual Convention of the Associated High School Boards
of the Province of Ontario, May 7, 1942.*

IT IS NOT WITHOUT SIGNIFICANCE that the British Government, in the spring of 1940, announced that it would double the grants made to the Arts by the Carnegie United Kingdom Trust and the Pilgrim Trust. In commenting on this action, a Canadian editor recently wrote as follows: "It is common in war time to ignore the value revealed by art as something not then to be considered, but rather to be put aside until peace returns, for other more immediate and obvious values. Granted we are fighting for our lives; yet is it not true that we are fighting for our souls? Is it not publicly announced by our leaders that we are at war, not alone to avoid murder at the hands of misled barbarians, but also that we may maintain our own ways freely. Surely it is worth while to use this freedom we still possess so that those fighting physically for our free mode of living may find, upon their return, no deterioration of the home for which they have sacrificed so much, but improvement."

This editorial comment on the action of the British Government stresses the fact that the war is more than a war for physical survival. At the annual meeting of the American Headmasters' Association this year, one of the speakers expressed a similar thought in this way,—“there is no use fighting through and winning, then to find we have nothing left to save.”

Do we really know what we are fighting for? “To maintain our own ways freely”? Yes, indeed. “For democracy”? Yes, also indeed. But if democracy merely means our old way of life which we, the more or less privileged of our society, have found comfortable and pleasant, it is not enough. Our objective must be better than that.

Our enemies have sensed that there must be some objective for the war which Hitler has described as “a new order”. He captured the minds of millions of German youth with his slogan. We, too, must visualize a new order better than we have ever had.

It is only necessary to recall the plight, not of thousands, but of hundreds of thousands of young people in Canada during the decade 1929-39. It is only necessary to remind you that the first grant by the Federal Government under the Dominion-Provincial Youth Training Programme was for the expenditure of one million dollars to rehabilitate and train some 400,000 unemployed rural and urban young people. (This seems a paltry sum when compared with our present expenditures.) It is only necessary to recall that in the United States, potentially one of the richest nations on earth, that approximately one-third of the people were living on an income under a minimum subsistence level. Our new order must certainly be better than this.

But it must be a better new order than Hitler's. We cannot accept a society in which the basic principle is the deification of the state and the

subordination of the individual. In our new order every individual must have dignity and importance in his own right. Professor George S. Counts of Columbia University has defined democracy as "A sentiment with respect to the moral quality of man and an aspiration towards a society in which that sentiment may find complete fulfilment". To create that society is our privilege—it is our task,—the objective of our struggle, our effort and our sacrifice. The period in which we are living is undoubtedly one of the great periods of change in human history. What we do now, not only *may* but *will* affect the pattern of life for millions of people yet unborn.

Our task, therefore, at this moment, is a three-fold one. If we are to survive at all the war must be won. To accomplish even this task will take all that we have of fortitude and courage. At the same time we must preserve all those values that make civilized living worthwhile, and we must determine a peace of such a character that the transmission of those values will be guaranteed to posterity. It is an obligation on all of us to utilize our every effort that these three results can be achieved. Anything less than that is a denial of the finest traditions of our nation and our race and equally certainly it is a betrayal of the future.

In recent months there has been much talk of "priorities" in business and industry. I do not believe that we can achieve these three-fold objectives unless we can concern ourselves here and now with human priorities.

Tanks, battleships and aeroplanes do not alone win wars. Modern war requires men, not only of brawn but of brain. Similarly to win the peace and to achieve "our brave new world" will require men better, stronger and of finer calibre both mentally and physically than any previous generation. We have seen our young people unwanted, untrained, under-nourished, growing cynical and disillusioned, doubtful of their place in the world and in society. Today we are depending on them, and the shape of things to come will depend upon them even more.

We are, however, I am afraid, still unconscious of the importance of our human resources. The figures on rejections for military service have drawn our attention to the fact that we are not an A1 nation physically. It is a sad commentary that over 40% of our young men are rejected for military service on purely physical grounds. It is too bad that it takes a war to make us conscious of such defects.

Bad as this is, I am more concerned with the moral and spiritual deterioration that is evident since the outbreak of the war. Reports from England indicate a large increase in juvenile delinquency. The Big Brother Movement in New York City has already reported a sharp rise. In our own city of Toronto the juvenile court reports an increase of 47½% in juvenile delinquency in 1941 over 1940, and the Big Brother Movement has reported that 51% of all cases coming to their attention are affected in some way by the war.

In a Toronto suburban area there was recently reported a sharp struggle over the school budget. I do not know the rights or wrongs of that particular conflict but it has been drawn to public attention at the recent annual meeting of the I.O.D.E. that Canadian education is suffering from decreased financial support, from curricula speed-up schedules and lower standards of teaching. In the Toronto Star, Dr. Goldring, superintendent

of schools for Toronto, is quoted as follows: "We have now lost about 140 men teachers of 900 on our staff by enlistment, and it is soon coming to the point where further enlistment may injure the school system." It has already reached the point where it is almost impossible to obtain teacher replacement in certain subject areas, particularly mathematical, scientific and technical branches. If this process continues the time is not far distant when we may not be able to provide a continuing supply of adequately trained young people for industry or for those branches of the service such as the Air Force in which a fairly advanced educational status is absolutely necessary."

This is not imagination. England already recognizes this danger. R. A. Butler, president of the Board of Education, is quoted in the *London Times* as saying: "the teaching profession has contributed to the forces as much of its share as can safely be permitted. No further inroads are contemplated at present."

These facts all point in one direction. One of the most important but most neglected matters at the present time is the adequate use and conservation of our human resources, not only for the immediate present but for the better tomorrow. Effective training and education of today's youth is more important than ever before. All expenditures to this end constitute no more than an insurance premium that all we are spending to win the war, will not, in the long run, be lost.

In our organization of man power we must not neglect the reserve of man power still available in our schools. It is unfortunate that our Federal Government is so hesitant to touch the subject of "education". We all recognize that there are constitutional limitations but surely in a time of such emergency as the present, ways and means should be found to develop a great national revival among our youth in which all agencies would unite, federal, provincial and municipal governments, schools—public and private, all the voluntary welfare organizations and agencies, service clubs, the churches, the Y.M.C.A.'s, the Boy Scouts—in other words, all those who believe in youth. Such a national youth revival would capitalize on the enthusiasm and idealism of youth. It would provide an outlet for youthful energy in terms of immediately useful services. It would help to give faith in Canada and Canada's future and to train young people to serve Canada, the Empire and humanity both for today and for the fairer tomorrow. Such a task is too big for the schools alone. To be successful it must be national in scope and broadly conceived to capture the imagination of our whole people.

In the meantime, however, there are some matters to which members of high school boards and teachers can give their attention. The Department of Education is planning to introduce a number of so-called "defence courses" which will be correlated with other branches of the curriculum. For older students these courses are at the present time a necessary step. They will help to provide older boys and girls with some feeling of participation in the total community effort. We must, however, be certain that in providing specialized training for immediate needs, that the basic content of good education is not lost.

Under date of Nov. 12, 1941 the Bureau of Navigation at Washington, D.C. noted that of 8,000 applicants, all college graduates, for commissioning as ensigns, some 3,000 had to be rejected because they had no mathematics or insufficient mathematics at college. The Educational Policies Commission, in "A War Policy for American Schools" goes so far as to recommend that high schools provide no further extension of specific military training in the schools. It is obvious that there are fundamental aspects of an educational programme which are essential and which must be continued.

There must also be more awareness by our teachers and by school boards of the physical needs of all our children. In this country where good food is still available, it is vital that no child should suffer from malnutrition and there must be ample provision made for medical and physical programmes in our schools that will raise our C3 level to an A1.

It is my conviction also that it may be necessary for the authorities to demand that certain teachers should stay with their teaching jobs as a form of essential though non-military service. I realize that such a procedure raises problems, but we have proven equal to other problems just as difficult.

Lewis Mumford, in a recent article in *The New Republic*, pointed out that in a time of famine even primitive tribes had enough sense to save the seed corn for the next crop. In a very real sense we are responsible for saving the cultural seed corn of the next generation if the total objective of our war effort is to be achieved. School Boards will be tempted to economize. Great care must be taken that any economies that are exercised are not of the "penny wise and pound foolish" type. The proper conservation and training of our human resources is an A priority, and members of Trustee Boards can best serve their constituencies and fulfil their obligations to the future by facing their tasks at this time in that spirit.

I know it is a truism to point out that the youth of our country constitute our single greatest national asset, but under the strain of war time emotions we are apt to overlook or forget it.

What is a boy? "A person who is going to carry on what you have started. He is to sit right where you are sitting and attend to things which you think so important, when you are gone. You may adopt all the policies you please, but how they will be carried out depends upon him. Even if you makes leagues and treaties, he will have to manage them. He will take your seat in Parliament, assume control of your Cities, States, and Empires. He is going to move in and take over your Churches, Schools, Universities, Corporations, Councils and Prisons.

"All your work is going to be judged and praised and condemned by him.

"The future and destiny of humanity are in his hands, so it might be well to pay a little attention to him now."

ROLL OF HONOUR



MURRAY GALBRAITH



ALAN KNIGHT



JAMES B. SORLEY



BRUCE TAYLOR



J. LESLIE VAUGHAN

GEORGE H. FLEMING — DALE KENT — DICK MILNE
ED. MINCHINTON — THEODORE RISING

IN PROUD AND AFFECTIONATE REMEMBRANCE,
we recall some two hundred of our ex-students and staff now
serving the Empire. Of these ten have already given their
lives for their country and their fellowmen, two others are
reported missing, and one is a prisoner of war.

"AU REVOIR"

Members of the Pickering College staff who are joining the armed services:—

Navy



DON STEWART
1938-42



EARL DOE
1941-42



VAN LAUGHTON
(Tutorial Staff)
1940-1941

Army



KEN McNAUGHT
1941-42

Best of
Luck

Air Force

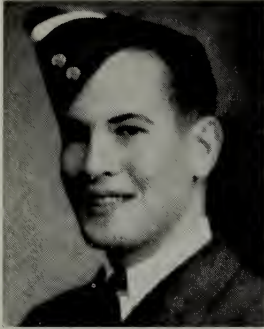


RANALD IDE
1940-42



E. R. MATHER
1939-42

MISSING ON ACTIVE SERVICE



JOHN H. CHARLES



FRASER THOMPSON

Prisoner of War
FRANK MILLS

ROLL OF SERVICE

Ex-members of Staff and Student Body
of
Pickering College on Active Service

NAVY

ALLAN, WM. G. N.
CARSCALLEN, GERALD
DOE, EARLSTON
FROSST, ELIOT
HARVEY, JOHN F.
HUNT, BARRINGTON
JOHNSTON, MURRAY
KENDALL, EDWARD B.
KERNOHAN, GORDON E.

LANCOT, PIERRE
LAUGHTON, VAN
MILLICHAMP, JOHN W.
RANKIN, JACK
RISING, THEO E.
ROSS, DUNCAN B.
STEWART, DONALD
TOLLER, FREDERICK
TOLLER, HARRY

ARMY

ABRAMS, LEONARD	LEITCH, WM. McC.
BAGG, DOUGLAS	LESLIE, W. W.
BAKER, G. G. COURTLANDT	MILLS, HAROLD J.
BAKER, FARISH	MINNES, ALLEN
BOWSER, JACK	MONCUR, ROBT. M.
BURNETT, JOHN EDWARD	MORLAND, JAS.
CARROLL, GHENT	MORRISON, BRUCE A.
CARMICHAEL, HOWARD A.	MC CREARY, SAM
CHANDLER, CHAS.	McKEE, GLEN
CHARLTON, GEORGE A.	McNALLY, ROBT. H.
CHARTERS, SAM	McNAUGHT, KEN
CHESTER, LORNE E.	McMAHON, ERRINGTON
CLARKE, HUGH H.	McINTOSH, DONALD
CLARKE, JOHN C.	OILLE, WILLIAM A.
CONNOR, RALPH A.	OSBORNE, J. SOMERSET
COULSON, JOHN	PALMER, HAMILTON Z.
CRAWFORD, WILLIAM	PEACE, WILLIAM R.
CURRY, GEORGE D.	PRICE, H. J.
DITCHBURN, HERBERT	ROBINSON, JOHN S.
DUNCAN, DONALD G.	ROOS, ROBERT P.
DYER, ARTHUR R.	ROSS, GEORGE WILLIAM
FORSTER, VANSTONE	SIMPSON, DOUGLAS
FREER, EDWARD G.	SITWELL, STRATTON
HARRIS, LAWREN	STATTEN, PAGE
HILL, WM. H.	STATTEN, TAYLOR, JR.
HOBSON, JAMES O.	STEPHENS, JOHN S.
HOLMES, O. WENDELL G.	STORMS, PETER
HUNT, JOHN B.	TARR, ALAN
IVEY, PETER J.	TICKNER, DOUGLAS S.
JACKSON, ROWLAND P.	TURFUS, FRED
JAY, WILLIAM H.	WALLWIN, HENRY
KETTLE, ORVAL H.	WALTON, GEORGE
LANDER, DAVID H.	WEST, FRANK C.
LANDER, JOHN L.	WILSON, DONALD GEORGE
LEITCH, DAVID	WILSON, J. THOS.

AIR FORCE

AUSTIN, PETER	CHELLEW, C. F.
BABB, JOHN	CLELAND, CALDER L.
BAKER, H. D.	CLELAND, DOUGLAS J.
BAILEY, RONALD Y.	COPP, W. EDWIN
BARTON, WALLACE S.	COWAN, KENNETH A.
BELL, GEORGE C.	COSTE, FRANK E.
BISHOP, GORDON F.	DENNE, JACK
BRANDON, NORRIS D.	DUNLEVIE, MICHAEL
BURRILL, SCOTT	DOUGHTY, DOUGLAS
BUSKARD, GLEN T. BURNETT	EAKINS, JAMES R.
CHARLES, JOHN H.	FERGUSON, R. C.

AIR FORCE—Continued

FLEMING, GEORGE	MINCHINTON, EDWARD
FRAPPIER, DONALD E.	MORGAN, DOUGLAS
GALBRAITH, DONALD C.	MURPHY, ARTHUR
GALBRAITH, MURRAY	MUTCH, ROBERT
GARDNER, CURRIE R. J.	NEELD, JOHN
GLENDINNING, BRUCE W.	NESBITT, MURRAY H.
GORMAN, JACK	OILLE, VERNON
GREENBERG, PAUL T.	ORMOND, WILLIAM H.
HALE, EDWARD B.	PERKIN, REC.
HALL, JAMES D.	PERRY, RONALD H.
HARDY, GEORGE	PETTIT, JOHN C.
HARRIS, MICHAEL	PHIPPS, DAVID A.
HARRIS, STANLEY D.	POOLE, CLIFFORD
IDE, RANALD	RANDALL, W. BRUCE
JEFFERY, RICHARD H. C.	RICHARDSON, CARLTON D. "Bud"
JORDON, LOUIS S.	ROBERTS, GRANT
KINTON, CLARE	ROBERTSON, JAMES A.
KNIGHT, ALAN	SCHOLTZ, HAROLD
KNIGHT, JOHN R.	SHORE, TAYLOR
KYDD, GRAHAM	SORLEY, JAMES B.
LAURIE, WM. A.	STIVER, DONALD
LAURIN, DUNCAN	SUTCLIFFE, ROBERT
LEWIS, REGINALD S.	TALMACE, MURRAY
MACADAMS, HAROLD W.	TAYLOR, BRUCE W.
MACALLUM, IAN	TAYLOR, WM. C.
MACKENZIE, KENNETH A.	TERRY, BENJAMIN R.
McLAREN, KENNETH W.	THOMPSON, A. CAMERON
MARSH, F. PETER	THOMPSON, FRASER H.
MATHER, E. R.	TISDALL, JACK
MAYO, WILLIAM	TOWNLEY, WM. B.
McCOMB, JAMES A.	VALENTINE, ROBERT
McDONALD, CHAS.	VAUGHAN, J. LESLIE
McGIBBON, PETER	WAKEFIELD, EDGAR W.
McGIBBON, ROBERT	WALLACE, EDWARD W.
McGUIRE, SELLS	WILLIAMSON, ISAAC
MEREDITH, JACK McI.	WILLIAMSON, JOHN
MILLS, FRANK	WORTHINGTON, JOHN W.
MILNE, DICK	YOUNG, JOHN McC.

OTHER SERVICES

BUSCOMBE, WILLIAM	KENT, DALE
CHIPMAN, A. M.	STEPHENS, LLEWELYN
DALY, F. ST. L.	WESLEY, KENNETH
EDMISON, HARRY	WIDDRINGTON, G. N. T.
HILTS, ALVIN	

The Voyager

ROLL OF HONOUR

FLEMING, GEORGE H.
GALBRAITH, MURRAY
KENT, DALE
KNIGHT, ALAN J.
MILNE, DICK

MINCHINTON, ED.
RISING, THEODORE
SORLEY, JAMES B.
TAYLOR, BRUCE
VAUGHAN, J. LESLIE

REPORTED MISSING

CHARLES, JOHN H.

THOMPSON, FRASER

AMERICAN SERVICES

BARTER, JACK
HANLEY, ROBT.
JOHNSTON, ALEX C.
STEELE, THOS.

STONE, JAMES
SLOSS, PETER
STROUSE, ALEX L.
STROUSE, ROGER J.

PRISONER OF WAR

MILLS, FRANK

The School will appreciate being advised of errors or omissions in the above lists.

The Graduating Class

OUR SINCERE GOOD WISHES to those students who, completing their Honour Matriculation or Senior Business courses, are leaving us this year. Our thanks to them for their leadership in one of the best years of the school's history.

ARDENNE, JACK—Our one student of the humanities this year, we wish him good luck at University. Member of Polikon Club. Interested in music, archery, tennis.

CODY, BOB—One of the Widdrington Award holders we wish him good luck; member of the Kosmo and Glee clubs; played first team hockey and football; holds his First colour.

DAVIES, VERN—has been with us for two years and now intends to join the air force. A member of the Thirty Club. Good luck, Vern.

DAVIS, GHENT—has been with us for five years and has entered almost every phase of school life; for three terms a member of the School Committee; took principal role in Dramatic Club presentation; member of the Polikon Club; played first team rugby and hockey; holder of first team colour. We expect him back on the Tutorial staff next year.

DEWAR, DON—Has had a multitude of interests and activities, his place in the student body will be hard to fill; co-winner of the Garrett Cane and Widdrington Award; for three terms an influential member of the school committee, a member of the Dramatic Club and the Glee Club; member

of the Polikon Club; captain of the Blue team; captain of the basketball team; in the fall coached the Bantam rugby team; received his first colour again this year.

FINDLAY, BOB—Has been with us for two years and we wish him God-speed at University; has been a member of the Glee Club and Polikon Club; has brought recognition to himself and his school with his ski-ing.

FROSST, JIM—A five year man; one of the Widdrington award winners; member of the Dramatic Club; took a principal rôle in the Glee Club; member of the Kosmo Club; one term on the School Committee; played first team rugby and basketball, and received his first colours for the second time this year.

GRANT II, SCOTTY—A younger brother of Scotty I, we're sorry he didn't come to us before his last year. However, he soon made himself at home and was elected a member of the School Committee for the last term; a member of the Root of Minus One Club, he played first team hockey, receiving his first letter.

HARVEY, CHUCK—Our representative from French Canada, he has been at Pickering for four years; played first team rugby; member of Polikon Club; enthusiastic member of Glee Club.

KILGOUR, DOUG—Fire Chief for the year, almost got the new siren installed; member of school committee for two terms; president of Senior Club for one term; belonged to Root of Minus One Club, Dramatic Club, Glee Club.

NOORDUYN, BOB—The senior student in the Business Forms this year, president of the Thirty Club and manager of the rugby team.

PARTRIDGE, DES.—A member of the School Committee, Kosmo Club and Glee Club, he is expected back next year on the tutorial staff. Played first team football and hockey; holds his First colour.

PROCTOR, TED—A member of the School Committee for one term; played first team rugby and basketball; member of the Root of Minus One Club.

PYBURN, GRANT—A member of the Glee Club and played first team hockey; expects to enter Radio college in the fall.

RANKIN, BILL—Has been with us for five years, member of the Polikon Club and Dramatic Club.

ROSS, BILL—has been with us for six years; a member of the Dramatic Club and Glee Club; passed his A.T.C.M. with honours this year; member of the Kosmo Club.

SHERRY, DAN—Has participated in almost every phase of our school life; co-winner of the Garratt Cane and Widdrington Award; for three terms a prominent member of the Glee Club and Kosmo Club; played first team rugby and was captain of the hockey team; received his first team colours this year.

WILSON, JACK—President of the Senior Club for one term; member of the Glee Club and Kosmo Club; played first team rugby and hockey.

YOUNG, BOB—our representative from South California is leaving to enter Pomona in the fall and we wish him all the best; a member of the Polikon Club and any given argument.

GARRATT CANE

Chosen from their number by the members of the graduating class as students most representative of the aims and ideals of the school.



DANIEL SHERRY



DONALD DEWAR

Winners of the Garratt Cane and the Widdrington Award.

WIDDRINGTON AWARD

Chosen by the staff from the graduating class "for notable contributions to community life."



GHENT DAVIS



ROBERT CODY



JAMES FROSST

Winners of the Widdrington Award.

Staff Notes

THE HEADMASTER was this year elected an honorary life member of the American Headmasters' Association. He is one of three Canadian headmasters to be so honoured.

Mr. McCulley has also continued this year as chairman of the Young Men's Committee of the National Council of the Y.M.C.A. Despite his heavy job at the school he also found time to speak occasionally on Educational problems facing us in these times.

Dick Mather and Tommy Myers plan to spend July and August at Queen's Summer School. The former is awaiting his call to the Air Force.

Norm. Ward, who was with us in the fall, left to take up a Fellowship at Toronto University. He has lately been taken on by the Wartime Prices and Trade Board at Ottawa.

To Messrs. Jackson, Mather, McNaught and Ide, "Congratulations!" To the former Misses Davies, Holderman, Aylesworth and Argue, "Best wishes!"

To the families Jackson, Mather, McNaught and Ide, "All happiness and good fortune in the future."

C. R. Blackstock will be at Camp Pinecrest this summer where he has taken over the position of Camp Director after serving for two summers as Director of Programme. Assisting him are Barney Jackson and Fred Hagen of the school staff and a number of the senior students.

We are happy to announce the promotion of Ronald Perry to the rank of Flight-Lieutenant in the R.C.A.F.

Duncan Haskell of this year's tutorial staff will be at McGill next year.

It is our pleasure to announce a BLESSED EVENTS for Mr. and Mrs. Harry Beer. These arrived in the persons of twin boys, recently christened Charles McWaters and David Holmes Beer.

Van Laughton, member of the tutorial staff during 1940 and 1941, President of the student body and Garratt Cane winner in 1939, has joined the Navy as a sub-lieutenant.

Clifford Chelley who was a member of the Preparatory Department staff in the fall of 1941 is now a member of the R.C.A.F.

Leaving the staff this year for the armed services are Don Stewart and Earl Doe as sub-lieutenants in the Navy and Dick Mather and Ran Ide who are joining the Air Force. Ken McNaught of the Prep. Dept. staff is at yet undecided as to what branch he will be in. To these five we wish all possible success and a speedy and safe return.

Jack Byrne, of the Art Department, has been called to do war work. Mr. Luscombe, who was filling in temporarily after Mr. Ward's departure, is leaving us this spring.

We were fortunate in having on the music staff this year Mr. Rutledge and, in charge of the Preparatory Department music, Mr. Reg. Godden.

Fred Hagan is now a member of the Engravers and Graphic Arts Society.

To that forgotten but magnificent Quartet, the Medical Department, the Crafts Department, the Culinary Department and the Secretarial Staff, our gratitude for all the work that is done so well and so efficiently that we hardly realize it requires doing.

Many thanks and best wishes to Dr. Case and Miss Ancient; Mr. Maitland, Rudy and Fred; Mrs. Buckley and her crew, and finally, Miss Richardson, Mrs. Streeter and Miss Thompson; not forgetting the man behind the camera and the lady in the library—Mr. and Mrs. R. B. G.

Marriages

JOHN WILLIAM BABB—ANN KATHLEEN GALLAGHER,
on August 30th, 1941, at London, Ont.

DOUGLAS GORDON BAGG—MARGARET STANWOOD DRUMMIE,
on December 6th, 1941, at Saint John, N.B.

WALLACE WILLIAM BEATSON—PATRICIA MARY COCKRAM,
on May 23rd, 1942, at Woodstock, Ont.

CHARLES JOSEPH CHANDLER—HELEN AUDREY MACKAY,
on February 24th, 1942, at Toronto.

DIXON S. CHANT—MARION (MAY) MACNAUGHTON,
on June 13th, 1942, at Toronto.

WILLIAM ALLAN DAFOE—MARION ELIZABETH WEYMARK,
on June 27th, 1942, at Toronto.

HERBERT F. DITCHBURN—ELIZABETH C. McCULLOCH,
on November 27th, 1941, at Brockville, Ont.

PAUL THEODORE GREENBERG—BERTHA MARY KENT,
on September 17th, 1941, at Moncton, N.B.

THOMAS RANALD IDE—ELEANOR BANZLEY AYLESWORTH,
on June 17th, 1942, at Toronto.

PETER JOHN IVEY—ETHEL ROBERTON,
on June 13th, 1941, at Barrie, Ont.

BERNERS WALLACE JACKSON—EVELYN MAIRE DAVIES,
on April 10th, 1942, at Toronto.

GABRIEL SHIRE LEVY—MARGARET SIMPSON RILEY,
on August 16th, 1941, at Malpeque, P.E.I.

REGINALD LEWIS—GEORGIE BAIRD,
on September 13th, 1941, at Galt.

RICHMOND E. MATHER—ANNA BARBARA HOLDERMAN,
on June 13th, 1942, at Toronto.

JOHN WALLACE MILLICHAMP—EILEEN ISABELL MUNRO,
on July 25th, 1942.

FRANK ARMOUR PEACE—MARGARET EVELYN ANDERSON,
on October 14th, 1941, at Toronto.

CAMERON ALEXANDER McDOWELL—RUTH ERNESTINE CARR,
on November 8th, 1941, at Windsor, Ont.

The Voyageur

- GERALD ELLIOTT MCCOY—JUNE LOUVAIN SUMMERVILLE,
in October, 1941, Toronto.
- KENNETH WILLIAM McLAREN—JOSEPHINE BRUCE CONDON,
on April 2nd, 1942, at Moncton, N.B.
- KENNETH KIRKPATRICK McNAUGHT—BEVERLEY EILEEN ARGUE,
on June 13th, 1942, at Toronto.
- EDWARD KIMBALL RENWICK—TRUDE HEUMANN,
on October 25th, 1941, at Evenston, Ill.
- JOHN CREWS RINGLAND—MARY MADELON DICKSON,
on September 1st, 1941, at Banff, Alta.
- JAMES A. ROBERTSON—EMILY JOSEPHINE LAWLESS,
on March 17th, 1942, at Regina, Sask.
- JOSEPH ROSS ROGERS—JANE GERTRUDE MARY BRUNTON,
on October 18th, 1941, at Toronto.
- JOHN BEVERLEY ROSS—JANICE BARBARA JOHNSTON,
on July 4th, 1942, at Winnipeg.
- WILLIAM LAVERNE SAGER—DOROTHY VERNA ALICE KINMAN,
on October 25th, 1941, at Toronto.
- PAGE STATTEN—ELEANOR JANE WARWICK,
on June 13th, 1942, at Toronto.
- LLEWELLYN AIKINS DOUGLAS STEPHENS—CAROLYN COPE SMITH,
on July 12th, 1941, at Dundas, Ont.
- ERNEST CHARLES SUTTON—BETTY JEAN FERGUSON,
on February 28th, 1942, at Meadowvale, Ont.
- A. CAMERON THOMPSON—EDWINA JOYCE TOMS,
in March, 1942, at Cornwall, England.
- DOUGLAS STEWART TICKNER—MARY ELIZABETH RUTHERFORD,
on April 11th, 1942, at Toronto, Ont.
- ROBERT G. VALENTINE—ISOBEL DUNNET,
on May 26th, 1938.
- ERIC McDONALD VEALE—JANET RUTH KIMBALL,
on November 22nd, 1941, at Detroit, Mich.
-

Student Committee, 1941-42

WARD CORNELL, *Chairman*

G. DAVIS	J. FROSST	J. MACK
D. DEWAR	S. GRANT	D. PARTRIDGE
R. DETWILER	D. KILGOUR	E. PROCTOR
	D. SHERRY	

First Colour Awards, 1942

R. D. CODY	R. DETWILER	S. GRANT
J. E. COOPER	N. DUTTON	J. D. MOSSOP
G. DAVIS	M. A. GILL	D. PARTRIDGE
	D. SHERRY	

Centenary Re-union Programme

Chairman—SAMUEL ROGERS, K.C.

INVOCATION
THE KING
THE PRESIDENT OF THE UNITED STATES

THE HEADMASTER
The National Anthem
"America"

Excerpts from "The Gondoliers", 1942, by the Glee Club

Chairman's Remarks

Greetings

Duo-piano	- - - - -	{ GORDON HALLETT CLIFFORD POOLE
One Hundred Years in Review	- - - - -	ARTHUR G. DORLAND, PH.D.
Vocal Solos	- - - - -	{ ELIZABETH BEER ALAN SAWYER
Some Boyhood Recollections	- - - - -	SIR WM. MULOCK, K.C.M.G.
Violin Solo	- - - - -	ADOLPH KOLDOFSKY
Education and the Future	- - - - -	CLARENCE E. PICKETT
Vocal Solos	- - - - -	{ MAIRE JACKSON ALICE ROURKE
To-Day and To-Morrow	- - - - -	THE HEADMASTER

"Jerusalem"

"O Canada"

GWENDOLYN WILLIAMS at the piano

THE HEAD TABLE

SIR WM. MULOCK, K.C.M.G.
MR. CLARENCE PICKETT
MR. & MRS. SAMUEL ROGERS
MRS. W. P. FIRTH
DR. & MRS. A. G. DORLAND
MR. & MRS. MORGAN BAKER
MAYOR L. W. DALES
MR. C. W. ROBB
MR. & MRS. DAVID ROGERS
MR. & MRS. ROY WARREN
MR. & MRS. FRED ROBERTSON
DR. W. PAKENHAM
MR. & MRS. C. S. VANEVRY
MR. & MRS. TAYLOR STATTEN
FLT. LIEUT. C. D. RICHARDSON
MR. & MRS. KEITH ROBINSON
WARD CORNELL
MRS. EVA McCULLY
THE HEADMASTER

REPRESENTING OTHER SCHOOLS

DR. H. C. GRIFFITH
Ridley College
MR. & MRS. T. W. L. MACDERMOT,
Upper Canada College
MR. & MRS. P. A. C. KETCHUM,
Trinity College School
MR. & MRS. K. G. B. KETCHUM,
St. Andrew's College
MR. JOHN GARRETT,
St. Andrew's College
DR. & MRS. A. C. LEWIS,
University of Toronto Schools
REV. & MRS. J. A. M. BELL,
Appleby School
MR. G. W. SMITH,
Lakefield School
MR. C. V. WANSBROUGH,
ex-Lower Canada College
MR. & MRS. J. H. KNOWLES,
Aurora High School
MR. & MRS. J. B. BASTEDO,
Newmarket High School





The Centenary Banquet

ON THE NIGHT of April 25, 1942 the staff and students of Pickering College together with many guests and old boys of the school sat down to dinner in the gymnasium which had been turned into a banquet hall for the occasion by a band of decorators headed by Rudy Renzius.

The celebration took place to mark the one hundredth anniversary of the founding of the Friends' College from which the present school has sprung in direct lineage and in the educational and social tradition of the Society of Friends.


Youth and education in a democratic society provided the general theme for the after-dinner speakers. During the course of the evening the history of the school was sketched together with the part it has played in educational advance in the past century. Sir William Mulock in a series of reminiscences provided an anecdotal historical background for the other speakers. The present headmaster in the concluding speech of the evening outlined the creed and ideals of the present school.

Between speakers, music was provided by the College Glee Club and former members of the musical staff of the school. The banquet lasted well into the evening with even the youngest of the young from Firth House remaining interested to the end.

* * * *

Appreciation is expressed to Upper Canada College, who, on the occasion of our Centenary, presented us with a beautiful silk Union Jack, for use in the School. To our senior institution we express our thanks.

Re Tetanus Toxoid

This is to		certify that
.....		
has received the three injections of Connaught Laboratory TETANUS TOXOID		
The series was completed		
.....	
Pickering College	Doctor's Signature	

IT NOW SEEMS CLEAR from the research done at the Pasteur Institute, France, the Connaught Laboratories in Toronto and also in the laboratories in the United States, and from the experience gained in the three branches of the armed forces of Canada that TETANUS TOXOID is satisfactory as an agent to immunize persons against tetany tetanus or what is commonly known as "lockjaw".

Whenever there is any break in the skin caused by coming in contact with the ground or something that has been in contact with the ground, there is danger of tetanus infection setting in. Tetanus is not common but is a very serious infection.

Treatment in the past, following possible exposure to the infecting organism, has been to have the family doctor administer an injection of Anti-Tetanus Serum or Tetanus Antitoxin. Reactions to the serum may occur in approximately 5-10% of persons, in some cases the reaction being especially violent.

Tetanus Toxoid is safe; is followed by no reaction after being administered; provides a long time protection; and is comparatively inexpensive.

All armed forces are now given this preventive treatment upon entering service. By so doing the necessity of giving the anti-tetanus serum after each injury, has been eliminated. Having been given the toxoid to establish a basic immunity, when a wound is inflicted, an additional injection of the toxoid is given instead of the anti tetanus serum.

It has always been a problem with us to decide whether or not to give the anti-tetanus serum after each scratch or bruise that breaks the skin. That the serum should be given there has been no doubt but the possibility of a reaction occurring has often made us hesitate to administer it.

The doctors who are in attendance at the school are agreed that it would be a good thing to have each boy receive the tetanus toxoid treatment. This would give him protection for at least several years. The doctors of the Hospital for Sick Children advise us strongly to have each boy treated.

Tetanus toxoid treatment is given by means of three subcutaneous injections one month apart. The cost is low. The toxoid cost is slightly over a dollar for the complete series. To this the doctor's fee has to be added.

Some fifty students were treated this year at the school under a group plan. Parents were advised that the toxoid was available and would be administered by the school doctor if the parents would authorize the school so to do. The service will be continued next year for those students who have not yet been protected.

Parents can discuss the matter with their family doctors. The toxoid will be available to all doctors and children can be treated at home.

Accident Insurance

ARRANGEMENTS TO FIT THE NEEDS at Pickering were made this year for a group accident insurance plan. Quite a number of parents availed themselves of this protection for their boys.

Accident insurance plans and schemes for secondary schools' students are rather common in the United States. In some States the schools have grouped together under a mutual benefit plan. Such a scheme has not been organized in Canada as yet. Several of the private schools in Ontario have used a plan similar to the one in force at Pickering this year. One of the large public schools in Montreal has a plan that seems to be very satisfactory.

The policy in force here provides a maximum benefit in the event of accident which includes doctor's fees, x-rays, nursing fees, and cost of hospitalization. The parents are required to pay the first ten dollars of the cost. With the medical service provided by the school, and the infirmary accommodation available only the more serious accidents are costly aside from doctors' fees.

Education is expensive enough. Accidents occur often to make an added burden. Insurance such as this helps to lighten the cost when accident occurs.

Every effort is made to protect students in athletics from injury and accident by having good pre-season conditioning. The college accident record is good. This year there were three claims made for accidents, only one being at all serious. The insurance was a help in meeting the cost.

The Dramatic Club



"MACBETH"

LAST YEAR the Dramatic Club, inspired by Orson Welles' text and treatment, attempted a production of "Julius Caesar" in which ideas and dramatic conflicts were permitted to carry the play, with little or no emphasis on any reconstruction of history. The sets were suggestive only, and the costumes belonged to no period, merely adding a suggestion of the colour and "glamour" which we like to find in the theatre. The struggle between Brutus and Caesar, as Shakespeare treated it, is a topical one, that between democracy and fascism.

We approached "Macbeth" in the same spirit, in the hope that the contemporary interest of character and situation would be made apparent. Lust for power, a moral and unscrupulous killing, imagination and superstitious faith verging on the neurotic, domestic insecurity, and shameful "faith-breach" all were present; opposed to them, gentleness and piety, legality and social order, and a noble and unselfish patriotism. Again our costumes and settings belonged to the theatre rather than to history, and again we used a text arranged to simplify and speed up the action of a play which, even in the original, plunged the audience without delay into a tense and tragic situation.

The production was well-received. There were a few highly undramatic pauses, one or two inexplicable cæsuras; but the total effect maintained and enriched the tradition of the Club as one composed of sincere and cooperative actors, be the part ever so small, some of whom have now worked together for four or five years. The title role is an extremely demanding one, and the members of the Club would agree that there should be recorded here the general appreciation felt of the job Ghent Davis did with this difficult part. To discuss each of the other characterizations is impossible; suffice it to say that everyone gave of his best, and there were moments of that "best" which approached an almost professional feeling and expression; to give but one example, Peter Eshelby's portrayal in the sleep-walking scene could not easily have been improved.

To all those who worked behind the scenes, the Club gives thanks. Mr. Jackson and Mr. Renzius headed a helpful and skilful group of technicians, and the gracious hospitality of Miss Ancient again rounded off the show. A few days later, the members of the Club were the proud and grateful guests of the school at a dinner arranged by the Headmaster, when "good digestion waited on appetite, and health on both." It was a good season, and next Autumn the watchword will still be "The play's the thing!"

The Glee Club



"THE GONDOLIERS"

THE YEAR 1942 called forth a very special effort from the Glee Club. Not only were its members proud of having reached their tenth annual Gilbert and Sullivan production, but they were also eager to make a worthy contribution to the celebration of the Pickering College Centenary. Many remembered the splendid success of our first attempt at *The Gondoliers* in 1937 and resolved to top even that performance. But the task was not easy. The largest Glee Club in the history of the college had to whip our most ambitious show into shape with one month less rehearsal time than was available in 1937. The fact that the job was done, and well done, reflects great credit on the many who contributed to the success of the show.

Augustus Bridle has said of our productions that they "simmer down to brains, talent, and hard work"; he might well have underlined the "hard work". The Glee Club is very fortunate in having gathered into our community a number of experienced leads who would grace a professional stage; to these are invariably added a number of highly-talented students who lend distinction to difficult roles. Yet the fact remains that without a hard-working, patient, and faithful chorus there could be no cohesion or polish or any of those things that go to make up what is called ensemble. The chorus of this year is worthy of the highest praise. The long climb

from October to March left very few by the wayside, and ambition's peak was reached. Observers whose experience covers many of our past shows are unanimous in acclaiming *The Gondoliers* of 1942 as a new high. A large measure of this acclaim must go to the choristers.

Another source of gratification is the manner in which our tiny stage is forced to give forth the illusion of spaciousness. A good set lends a touch of "artistic verisimilitude to an otherwise bald and unconvincing narrative". A well-executed back-drop, the ingenious use of flats, drapes, and skirts, and one might almost think that we had what we badly need—an adequate stage. It is a healthy sign in any educational project to observe growth and development; the photographic record of our successive sets over a period of ten years is one of increasing efficiency. Those responsible for the two sets used this year gave both the audiences and the cast a lift.

The opening sequence of *The Gondoliers* is one of the loveliest in all the operas. From "Roses white and roses red" to "Fate in this has put his finger", the stream of melody flows on without a break; routines, solos, duets, and a wealth of interesting business make the scene memorable from either side of the footlights. During this sequence the cast set a tone of infectious gaiety, animation, and enthusiasm that carried through the entire opera; the arrival of the Plaza Toros, the pompous smugness of Don Alhambra, the royal bewilderment of Marco and Giuseppe, the charming and possessive Gianetta and Tessa, the scenes at Barataria with the colorful Cachucha — these were but a few of the highlights drawn from the springs of Sullivan's melody and the well of Gilbert's wit. If applause is a criterion, the audience enjoyed it as much as the cast.

And now as the tenth opera recedes into the distant horizon, there may be some who will recall the work and personal sacrifices that made the show possible and wonder if the results were worth it. The members of the cast will not be found among them. Like Savoyards all over the world, the gondolieri and contadine will be looking back with nostalgic eyes to an incomparable experience in which work and fun were ever attractively mingled. For them one truth is clear:

"Of happiness the very pith
In Barataria you may see."

The Story of Gilbert and Sullivan

IT WAS IN THE SPRING of 1939 when I witnessed my first "G. & S." opera. The College Glee Club here at Pickering presented the "*Mikado*" and it was at this show that I began to take an interest in their works. The bright lilt of their choral numbers, the humour of the leads, the simple but entertaining plot and the fun which the actors themselves seem to get out of producing the show, all made a deep impression on my mind. The following year "*Pirates of Penzance*" was produced and two weeks before the show I managed to secure one of the twelve policemen in the "Taran-tara" chorus. Last year the club produced "*H.M.S. Pinafore*" and I was lucky

enough to secure a small lead which I had much fun in doing. It was that year when I took my real interest in the works of Arthur Sullivan and Sir William S. Gilbert, and I would like to relate to you some of the interesting factors about the composers, their work together, their operas and the ideas behind their shows.

I shall first attempt to give a character sketch or a short biography on the two geniuses. Gilbert was a domineering, self-assertive man who was born with fighting blood in his veins and the intestinal fortitude to become a conqueror. Sir William was very sensitive and could give a joke but could not take a similar joke which was poked at him. Many of his jokes were the type which hurt. He seemed to care little about the other person's feelings. Gilbert had a very hot temper and built up a reputation that showed him up as a hard man to get along with. All through his life he thought himself a great playwright of drama in its deepest sense. He staged several extravaganzas with complicated plots and some fantastical event, "par exemple" volcanoes, earthquakes and even large fires, all happening right on the stage. Naturally he was a "flop".

Sir Arthur Sullivan was lazy, moody, irresponsible, and yet a genius. He was always musical and won several scholarships as a child. He wrote his first work at the age of seven when he composed an anthem. As years went by he became very popular with the opposite sex and with Royalty. He had such acquaintances as Dickens, Browning, Disraeli and Tennyson. His big aim, however, was grand opera rather than the type of music which made him famous.

One who is not very familiar with the two musicians would imagine that Gilbert and Sullivan were very close buddies who very rarely did anything without the other. This was not the case. They were continually fighting. They were jealous of each other. Gilbert of Sullivan's music, Sullivan of Gilbert's showmanship. Their first show was backed by D'Oyley Carte, whose players are now world renowned and it was "Trial By Jury." From the time of this first successful production, the pair turned out many shows until their partnership dissolved.

If one studies the shows at all intelligently, one will discover that Gilbert has written the opera with a certain idea behind it. He may be taking a crack at the Democratic System of Government as in *Gondoliers*, at the high authorities as in *Pinafore*, *"Trial by Jury"* and *"Iolanthe"* and even at the aristocratic leaders of Old Japan as in the *"Mikado"*. I don't believe there is one show which has not an underlining plan.

To wind up this short essay on "G. & S." operas, I think it only fair that I dwell upon the music itself. Each opera has a great variety of songs. There are sweet feminine choral bits, robust male parts, humorous quick tempoed patter songs and beautiful operatic airs. The majority of tunes are simple and Sullivan's music is the type which makes a person whistle. I recall, at a recent party where several "G. & S." records were playing that I left the room at the close of the evening whistling small parts "from that infernal nonsense *Pinafore*" to the finale of the *"Mikado"*. This same effect has struck millions of people all over the world and I hope it will continue to affect millions of people for many years to come.

Projects

A LONG WITH TENNIS, track and baseball the warm spring weather brought another activity—"projects".

For those who are not familiar with the term used in this sense, it might be said that it includes various forms of productive community building work, ranging from the building of a horse-shoe court to the planting of potatoes and weeding of gardens.

The group composed of pupils from Grade IX and X was first split up into three main squads. The 'motif' of the first being farm work, of the second, improvement of the grounds, and of the third, community projects constructed in the craft shop.

The farm work group not only were able to contribute to the country's war effort by saving labour time, but also acquired invaluable experience related to the organization of a large farm. Direction was given by Messrs. King, Doe and Luscombe.

The ground improvement squad repaired the tennis courts, track, baseball diamond, school walks and constructed a horseshoe court. They also helped in the preparation of the school's Centenary Dinner and its annual Sports Day. Mr. Blackstock, Mr. Jackson and Mr. Ide were responsible for the organization of this group.

The third, or craft shop group, under Mr. Renzius, built benches, painted buildings, constructed a cart, and added colourful touches to the gymnasium for the anniversary dinner.

A friendly invasion of Eaton Hall farm was made by the members of all the groups, when 35,000 young trees were planted as a part of Lady Eaton's contribution to the county's reforestation plan. Everybody worked hard, ate heartily and enjoyed themselves thoroughly. To commemorate the occasion, Lady Eaton presented the school with a fine Canadian flag.

In conclusion it may be said that a successful season was enjoyed with much that was productive being accomplished and much that would be considered educational, being acquired.

Clubs

The following Clubs completed successful seasons:

THE ROOT OF MINUS ONE CLUB	THE CAMERA CLUB
THE KOSMO CLUB	THE JUNIOR CORRIDOR CLUB
THE POLIKON CLUB	THE GLEE CLUB
THE THIRTY CLUB	THE DRAMATIC CLUB
THE ART CLUB	

• • Literary Section • •

Education

JOHN MEISEL

IN ORDER TO BE ABLE to evaluate most of the institutions of our modern civilization we have to be in a position to compare them with others of the same nature, or those that serve a same or similar purpose.

I will say a few words about Pickering College. The impression it makes on me as a centre of education, and why, if I was a father, it would probably be there that I would send my boy. I will bear in mind, all the time, the experiences I have had the good fortune to know in other schools.

Before I will go into this, however, I will try to explain what I personally consider to be the important things a school should give its pupils:—

Academics are very important, of course, and in our system of certificates and reports, the successful citizen must have passed through a certain number of years of study and exams before he is considered fit to make a place for himself in society.

Yet I think that something exists, that is perhaps even more important in the long run. It is a philosophy of life. Every human being has either consciously or unconsciously an ideal he lives up to, an ideal for which he is willing to fight, an ideal that guards him through all his life. It is usually at the age of sixteen that he starts to form this ideal. In the subsequent years he changes and develops it, and those years are the most important ones in the development of his mind. It is in this development that a school ought to be a guiding force to its students.

The third thing a school should give its pupils is development of character. It should educate young men or women to know their place in the world, and to take the blows that they are bound to receive. It should teach them that life is like a game, where only those who obey the rules and play fair can be of any value. The students should be introduced to beauty and taught to appreciate it.

At Pickering the boys are given guidance in all the three fields of education. I will not go into any details about the academics. The results can be studied in statistics, and they speak for themselves.

Yet the success of the second role of a school outlined, cannot be so readily observed. I think that those who are in need of some guidance in finding their philosophy of life, get all the encouragement and help they require. In many schools the students are subject to lectures and talks, all telling them about a certain philosophy of life, imploring them to accept it, and condemning all the others. At Pickering the boys are encouraged to read about all philosophies, and learn about all religions. Yet, in most of the talks they are given, they are told about the conception our society has of good or bad. They are being shown the moral strength of the Christian ideals, and their application in practical life. Under these conditions the boys are able to arrive at conclusions which give them a philosophy which will not contradict the moral principles set up by our society.

It is believed in our democracies that the state is made of individuals. But these individuals have to be educated as such. At Pickering individualism is encouraged: and although when it is carried out to a high degree it tends to sabotage successful cooperation, it certainly is a good thing to have.

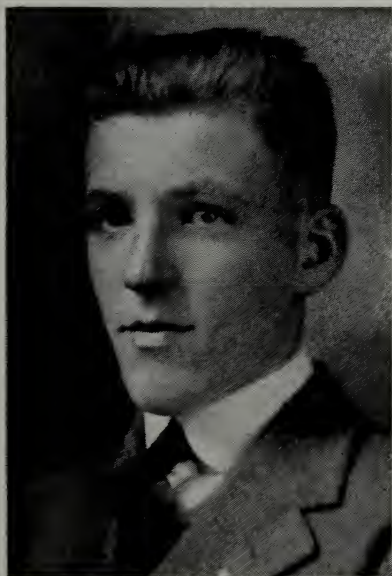
The students at Pickering are also shown the value of beautiful things and are thus taught to appreciate music and art. They hear good music every Sunday and have many opportunities to go to concerts in Toronto. An arts library is also available for their use.

During their games among themselves and with other schools, they learn what Fair Play really means, and that one cannot always win. Besides this, their athletic activities keep them fit and show them how physical exercise is important even for the mental activities of a person. This of course is done in all schools, yet the spirit at Pickering is so pleasant that more than anywhere else does one feel that here there is a team of boys and masters, all aiming at one goal. By doing their job as it should be done, they do their part in building a new world out of the chaos of the old one.

When moonlight falls across the sky
We take our leave—my dreams and I
And soar into the palmy night.
And streams are topp'd with silver light.

Cool darkness soothes a fixed mind,
Soft winds caress a heavy heart,
In lilting air light peace we find
And from all worldly things we part.

Time drops away with easy grace,
And early dawn with pinkish hue
Breaks up my dark delightful space
And all my dreams are broken, too.



*"I am a part
of all that
I have met."*

(See Page 8)

Dinner Will Not be Served

M. WALTON

A SMALL, UNGAINLY LITTLE CREATURE sat basking in the evening sunshine by the side of a quiet pool. Its little pop eyes bulged convulsively each time he gulped in a mouthful of air but they followed each motion of an unwary fly with intense excitement. Closer and closer moved the fly while the frog remained immobile and watchful.

A few yards away a long sinister figure lay coiled in the long grass. The cold expressionless eyes that gazed from the small diamond-shaped head were watchful. Without a sound the green body uncoiled and slid towards the unsuspecting frog. Inch by inch the snake slid closer until barely a foot separated the two.

Just as the careless fly was within range some sixth sense told the frog that he was in deadly peril. Frozen with terror he was unable to move as he heard a tiny rustle that told him that the awful foe of his race was about to strike.

Suddenly there was a crashing in the bushes nearby and a soft, brown-eyed deer bounded to the edge of the pool. The horrible spell broken for a second the ugly little amphibian hopped into the water with a splash and the fly buzzed aimlessly on not realizing his narrow escape. With an icy hiss of fury the disappointed snake turned and disappeared amid the undergrowth.

Only the doe was left.

The Fire of 1905

An imaginative reconstruction.

ON NEW YEAR'S EVE, 1905, when all but a few of the students were celebrating the New Year with their parents the most disastrous event of the history of Pickering College occurred.

The headmaster and his wife were quietly celebrating the New Year with a few of the students in his study when suddenly one of the boys said that he thought that he smelled smoke. All dismissed this by saying that it was only the fire in the fireplace which was beginning to smoke with the addition of a few pieces of damp wood.

When an hour later the little gathering broke up they were greeted at the door by long wreaths of thick black smoke. With the headmaster taking the lead they were able to navigate through the familiar corridors to the front door where with a sigh of relief all drew in great lungfulls of fresh air. The building was now a raging inferno with flames leaping out of every window, lighting the sky and the surrounding countryside.

The Pickering village fire department with its one ladder wagon and ancient pumper could do no more than put up a pretense of fighting the fire. Finally with a loud crash the roof fell in throwing up great clouds of glowing sparks. Now the pumper after receiving several coatings of water began to slow down and finally stopped, allowing the fire to rule triumphantly.

The next morning the curious crowd saw only a gaunt blackened skeleton of what had once been a proud and beautiful building. Wisps of smoke still were drifting upward but they were the only thing that moved in the wreckage.

Many rumours were fast spreading as to the cause of the fire but no one was certain. It remained for the headmaster, his face lined with worry and lack of sleep to break the real story. The body of the night watchman had been found in the basement lying beside the remains of what had looked like an oil lamp. As the fire had started in the basement it was concluded that the watchman had probably tripped and dropped his lamp.

With the loss of this school it seemed for a while the idea of a Quaker school was to be dropped. Several years later at a Friends Meeting the idea was again raised and it was decided to try again, this time at Newmarket. The result was the fine new building of Pickering College.

My Most Unforgettable Moment at Pickering

JOHN MEISEL

IT IS VERY HARD to talk about one's most unforgettable moment in a certain place, only a couple of months after one's arrival. These moments are usually discovered very many years afterwards, and they turn out to be the most ridiculous and insignificant incidents.

As far as I can see now, there is no incident that has made a bigger impression on me than a certain atmosphere. It is a spring atmosphere—and I am under its spell now, as I write these lines. I do not remember a spring that was more lovely and that gave nature more time to wake-up slowly, revealing her beauty bit after bit, until from her dress of brown she changes into a light, fresh green.

The fact that I am able to be so impressed by this in days like these is all the more remarkable. It is the first spring awakening of nature I have witnessed since the war broke out. I would expect, that with all the worries and troubles I have to face, with my heart hardened by the experiences of the past few years I would not be able to appreciate such idealistic beauty. However, the magic of this atmosphere is stronger than any hatred, stronger even than the memory of friends dead and colleagues tortured. Yet, in the midst of this admiration a discomforting feeling creeps into my mind, and eventually I find out that it is a regret that those at home cannot join me in the contemplation of this beauty.

All this creates a mood in me that I think that I will hardly ever forget, and that will perhaps, be the most vivid recollection of Canada I will keep.

Photography

F. MARX

AS EARLY AS THE SIXTEENTH CENTURY a Neapolitan scholar described a camera fitted with a lens; probably the first use of a lens for image formation. The only thing needed to complete the photograph was a method by which to permanently retain the obtained picture. Sixteenth century chemists knew of the blackening effect of light upon silver, but it was not until the turn of the eighteenth century that the first actual negative was made by an Englishman named Thomas Wedgewood. He impregnated leather or paper with silver salt and the surface gradually became darker when held to the light. No method had yet been invented to stop this darkening process, or, in photographic language, to "fix" it. In 1819 the fixing properties of sodium thiosulphate were discovered by another Englishman named John Frederick Herschel, who exhibited his first photographs in 1839 and also invented the word "photography".

What had happened in those twenty years between 1819 and '39? Herschel was an astronomer and busy with his job, so why did none take advantage of his discovery?

Very very few scientists knew enough of both optics and chemistry to be able to further photography. Man was still recovering from the mental imprisonment of the middle ages and only very few had recuperated fast enough to know enough of optics and chemistry. These few had enough knowledge in those two fields but were unable to construct the actual lenses and films with a flexible base.

By the early nineteenth century the industrial revolution had affected Western European civilization and the striving of the lower classes "to be like" those of the upper sections of society, resulted in their wish to possess photographic portraits instead of paintings, because the former were the "rage" and naturally expensive.

In 1840 a professor of the University of Vienna introduced a new and improved lens. This lens was a great step forward then but it has taken another century of careful planning, designing and experimenting to bring the lens of to-day to its present degree of excellence.

Quality of the lens obviously depends a good deal on the quality of the glass used, so the greatest advancement of image formation followed the discovery of entirely new types of glass in 1880.

Colour photography was originally attempted by Wolfgang Goethe way back in 1810, also a little later by Daguerre, on whose discoveries of negative material our present day photography is based. As black-and-white photography progressed, however, the difficulties of colour were appreciated and severely left alone until 1891 when the first colour picture was made. Even to-day we are still waiting for a simple method of producing colour prints.

Plates were used as negative material up to the year 1888 when George Eastman put his first box camera into mass production. Instead of glass plates he used paper coated with the light-sensitive material. This introduction of a flexible support for film was the vital factor leading to

a large-scale production of motion pictures. The interest which the "movies" aroused in the public stirred many a scientist into new and increased activity to improve lenses and films.

These demands, well-backed with money, led to the improvent of shutters without which the best lenses and films are useless.

Nowadays photography is indispensable in all fields of science. Astronomers depend almost entirely on photography for their data. Everybody knows of the vital importance of the X-ray department in a hospital. Criminals are traced by having their photographs published; their guilt or innocence may be determined by comparing huge enlargements of their fingerprints. Paintings are tested for authenticity by photography, and it is used to make copies of irreplaceable originals of different writings. Newspapers have their special staff photographers all over the world, and advertisers depend just about entirely on the resourcefulness of photographic studies to sell their products.

And last, but certainly not least, is there anyone in this wide world, rich or poor, who does not treasure some photograph of his family or sweetheart?

The Most Unforgettable Character at Pickering

ANON.

THE GENTLEMAN whom I will try to describe was one of the finest men that ever set foot in Pickering. He is not at the school any more as he left us two years ago. One might quickly say that he was a member of the academic staff, but he wasn't. "An ex-student?" you ask. No, I'm sorry, he wasn't. He was a member of the domestic staff for a period covering 34 years. Peter Brown was his name.

Some of you might remember Peter; if you do, you'll probably agree with me when I say that he was a very fine man. Mr. Brown grew up with the school, he was here in 1903 when my father was a student and he hadn't changed much from then till the time that I first met him.

He was still the same quiet, friendly, good Quaker that he always was. He was simple, honest, religious, good natured and kind. He always had a cheering word for you and when anything was asked of him he always accepted his responsibility cheerfully. Peter Brown stood as an example of the great Quaker doctrine of which we to-day, in this bitter world, should take particular note.

The Elementary Department

C. R. BLACKSTOCK

IT WAS WITH SOME HESITATION that the school ventured to open an Elementary Department some two years ago. Because many parents indicated their belief in a school for younger boys, operated on similar lines to those of our Secondary Department, we arranged to open a Department for the lower grades. We have used the same guiding principles, the same approach and methods in this new department and we believe that it has been reasonably successful.

During the two years the enrollment has grown steadily. The boys have taken an active interest not only in the academic programme but in all other phases of school life. Outsiders have examined the Department and approved of it. Parents have been more than pleased with the progress and development of their boys.

The department has used a statement made by Abraham Flexner, who helped inspire the establishment of Lincoln School, Columbia University, as a guide; "However plausible the arguments in its favour, final judgment cannot be favourable unless the students it turns out are keener, abler, better organized, more resourceful and more highly cultivated". It will take a lot longer than two years to discover whether or not such goals have been achieved. We do believe that we have made a reasonably good start towards them.

From the beginning our concern for the boys has been more than an academic one. We have endeavoured to provide a place where these younger boys feel at home, are happy, and have enough freedom to follow their strong interests. The first requisite for a happy child is a feeling of security in his physical environment and in the relationship he has with adults and other boys. A sympathetic and understanding hearing is given to each of them as they face problems and difficulties of adjustment from day to day. Our purpose is to make them social beings,



able to live happily with one another and to make their contribution to community life.

For the future they will need to know more about the democratic way of life. While they are given graduated measures of freedom so also are they given responsibility suited to their age and experience. Part of the preparation for living in this Dominion of ours is a normal and wholesome childhood and adolescent experience. It is our belief that there is no better preparation of these future citizens of our land, who will have to carry tremendous burdens in the cause of democracy.

Sports in Firth House

FOLLOWING THE SYSTEM which has proven so successful in past years in the Secondary School, the students of the Preparatory Department are divided as evenly as possible into three groups, or teams, the Reds, the Blues, and the Silvers. The idea of this is to promote the desire to work for the good of the team, rather than for personal laurels.

The groups were captained as follows:

Reds—Brian Kermode, and later Blair Wilson.

Blues—Norman Sansom.

Silvers—Bert Stevenson.

During the Fall, intramural games of Soccer, Field Ball, and Hand Soccer were played, Soccer being, perhaps, the most outstanding of the three. Firth House also had a share in Rugby inasmuch as four of the Prep. boys played on one of the teams of the Senior School.

During the Winter, Hockey was the most popular game. Besides the intramural games, several games were played against St. Andrew's College and one trip, much enjoyed by all, was made to Trinity College Schools. Some Basketball was played in the Gym. Skiing was taken up enthusiastically by quite a number of the boys, while others went in for sleighing and tobogganning.

Some mention should be made of the sport of snowballing, although those on the receiving end did not always consider this to be sport.

In the Spring, baseball stood out as the important game. Some intramural games were played and many more "pick-up" games. Some of the boys "played at" lacrosse, too.

Swimming in the creek was very attractive to most of the boys, nine of whom opened the season, to their sorrow, early in April.

Firth House made a good showing on Sports Day, the majority of the boys entering all the events open to them. The most humorous event of the day was the Bantams' Obstacle Race.

All in all, "Blackie" with some assistance from the Firth House staff, gave the Prep. boys a most successful and complete year of Sport.

H.J.

Activities

SWELLED TO MORE THAN TWICE its enrollment of June, 1941, the Preparatory Department started the year by straining to capacity the resources of Firth House. In October Mr. Challew left us to join the R.C.A.F., having launched grades 1-6 successfully on the year's work. This included the planting of a flower garden which showed excellent results this spring. Mr. Jackman took over his grades, and, with this change, the Prep. staff remained intact for the remainder of the school year.

The fall term witnessed a vast amount of activity highlighted by clashes between the house soccer teams and participation by our senior boys on the Bantam rugby team. With the onset of colder weather, a games room was outfitted in the basement and there were many inspiring (occasionally drastic) indoor matches of table hockey, ping-pong, checkers and darts. Later in the year a motion picture projector was purchased and the Friday evening showing of pictures obtained from Government departments became a regular feature.

During the winter there was one night sleigh ride and several ski-hikes to the back of the school property. The Prep. hockey team (whose feats are mentioned elsewhere) was exceedingly proud of its victories over the Bantam hockey team of the Upper School.

The spring term all efforts focussed on the construction of our 'pioneer community' in the pasture to the east of the school. Contrary to general prophesy this feat of human endurance was brought to a successful conclusion with the cabins of the five settlers' groups completed and with just enough necessary improvements still called for, to stimulate the interest of next year's group.

The Preparatory Department wound up the year in great festivity with its own house banquet and later, attendance at the annual athletic banquet of the whole school.

K. McN.

CONGRATULATIONS

TO

"BERT" STEPHENSON

WINNER OF THE FIRTH HOUSE AWARD THIS YEAR

My First Year at Pickering

by TERRY REID

UPON MY ARRIVAL shortly after supper on the fifteenth of September, I was greeted by a group of friendly, jovial boys. I met my room-mate who was Blair Wilson.

I must admit that my memory isn't detailed enough to give a day by day account.

Soon many of the boys were turning out for football practice. After many days of this we were ready for our first game. I remember it vividly. It was against Newmarket High. We came out on top with a score of six to nothing. The Bantam team had a number of good games with schools such as Saint Andrew's, the Grove and also more games with Newmarket. After our last game with Saint Andrew's, which by the way we won by a score of thirteen to twelve, we disbanded.

Later we started the Intramural competitions. The Blue team which could hardly seem to win a game tried desperately to break the spell. They soon managed to and won quite a few games.

After a session of term examinations we left for our Christmas Holidays which lasted three weeks.

After the holidays we organized our Firth House hockey team. We were ably captained by Blair Wilson. We played our first game with Saint Andrew's. Later we had an enjoyable trip to Trinity College Schools. Soon our team activity dwindled down to a few odd practices. Later we disbanded and again took up the Intramurals which continued on as usual.

Within what seemed a very short space of time we left for our Easter holidays which consisted of two pleasant weeks.

After returning to school we got settled down and started to practise for the triangle meet and Sports Day. Unfortunately, I am not able to give an account of the latter period of the term, so I will finish up now with—"Bene Provisa Principia Ponantur"—"May well planned foundations be laid."

SUMMER IS NEAR

by CHARLIE VASSAR

Summer is near
The birds are here;
Now it can be seen
That the grass is green.

MY WONDER

by LORING BAILEY

When I am on the beach I say,
Would I like to sail away
In my little boat some day,
Across the deep blue ocean?

The Pioneer Village

by PETER WIDDRINGTON

THE MASTER first called it a super-project. The first day we designed the cabins and the way to build them. There were to be five groups, led by Norm Sansom, Bert Stevenson, Blair Wilson, Bill Wansbrough and Jim McKeown. On the second day we looked for possible sites and finally hit on a good one. Our first task was to cart the burnt logs from the rink to the site of the village. The days following we carted logs, staked out cabins, levelled the ground and got stones for the fireplace.

We knew that we would have to have a stockade so we went to a valley in bad need of a cleanup and proceeded to work. We have a number of logs at the village now. It should turn out to be very successful and boys in the following years will make it better.

A POEM

by BRIAN CHRISTOPHER WARREN

It was midnight on the ocean,
Not a yacht nor boat in sight;
The North West wind was blowing,
Especially on that night.

A little boat came chugging
Up the river side;
Not a single thing was moving,
Except the ocean's tide.

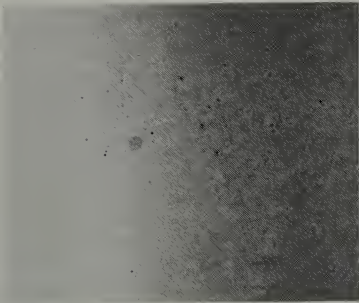
The crew were all a-shouting,
We could not hear their words
Because the boat was spouting,
And because of the deep sea birds.

When all the men were landed,
They started to talk about
Their voyages on the ocean,
Of which we none could doubt.

Our Farm

by ROSS WHITESIDE

IN OUR FARM we have a herd of cows, which Mr. King the head farmer looks after. Besides that we have about seven horses. They are all in one farm house. Next, across from that, we have a smaller barn full of pigs. Beside the farmhouse we have a hen-house full of hens. We have beside that about two hundred and fifty acres of field which Mr. King looks after. Besides this farm we have another farm about a mile from the school about which I know nothing. All I know about that farm is that it belongs to Mr. King. Mr. King has four other farmers to help him.



"In the Spring"

High-Stepping



Play Ball



Rudy



Ancient Creek



Over The Top

"J. A."

Artist Fred



ATHLETICS



Senior Football

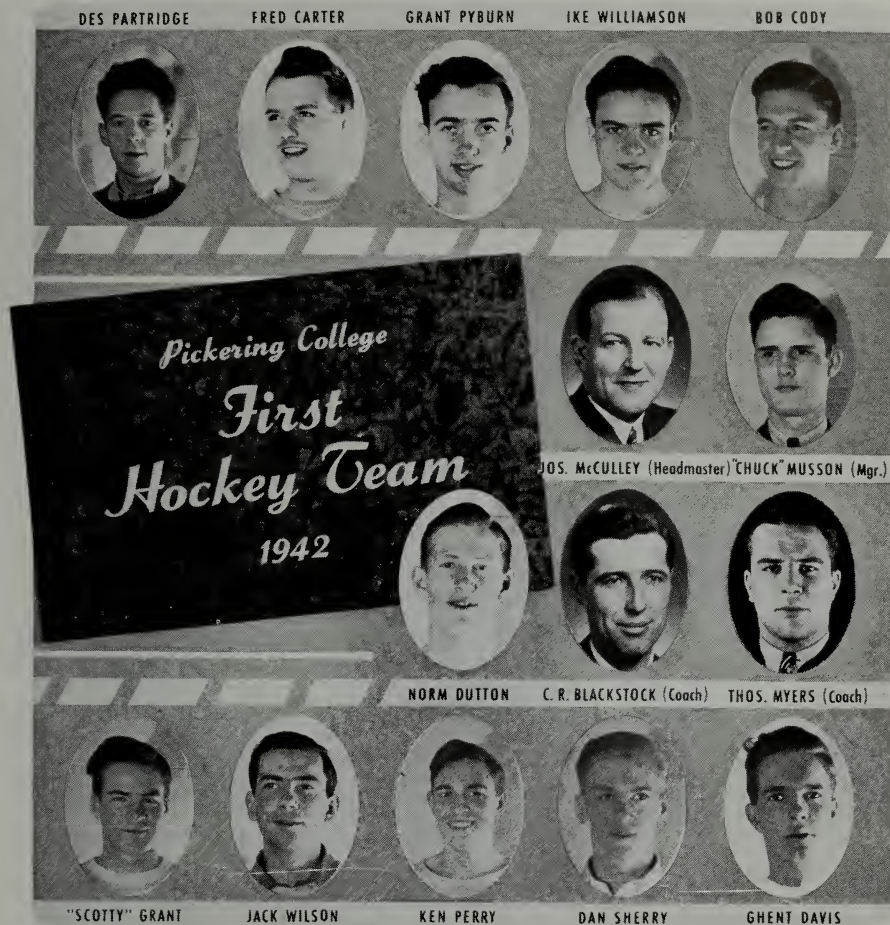
LIKE THE LITTLE LASS with the wavy locks, when we were good we were very good, but when we were bad . . . however, we were good more often than we were bad so we consider the season as being more or less successful.

It was a small team this year with practically all the available seniors taking part—the squad of eighteen worked hard and well and not only stood up, but in some cases handed out beatings to institutions much larger and more powerful than ourselves. In our openers we took Riverdale to town, and surprised the last year's city champions and this year's finalists, Humberside, by edging them out in a hard fought and close battle. The Old Boys and St. Andrew's teams were further good games, with Pickering playing good substantial football.

However, with the U.T.S. and Trinity teams we ran into some difficulty. The Bloor Street boys were a team well-drilled in the fundamentals and in two games thoroughly impressed upon the Pickering grid-enthusiasts the importance of learning well the basic fundamentals of football. And Trinity, with a combination of razzle dazzle, enthusiasm and good ball, completely bewildered and baffled the boys from Newmarket.

Such bad losses can be marked up to inexperience, for when reverses were suffered, the team could not rally strongly enough to overcome them. It was a young team, made up of a few former members of last year's seniors, and a number of juniors, along with some members who were completely new to the game. The group learned well and quickly and in all of the games turned in very creditable performances and in some, rose to the heights and looked like a highly organized football team.

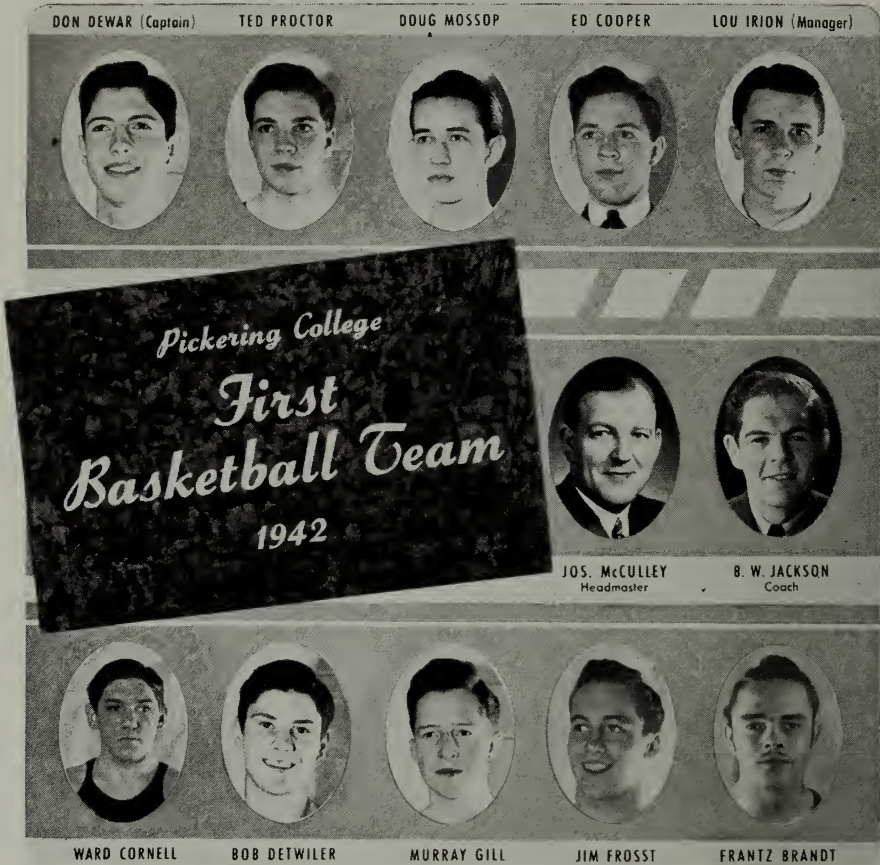
With this much more experience, the team next year should be one of Pickering's better squads, and will no doubt be able to stack up well with any first class high school team.



Senior Hockey

THE FIRST HOCKEY TEAM had a season of ups and downs. Due to the fact that the players were strange to one another the early part of the season was mostly downs. As they practised and worked together they gradually developed into a team that, towards the end of the season, was effectively working together.

The squad was small and many of the players had to do double duty. This was a handicap when they were up against some of the better teams. The good spirit that the players had at the close of the winter was the thing that often carried them through and kept them playing even against heavy odds.



Senior Basketball

THIS YEAR'S GROUP played a fairly successful season, winning nine out of their thirteen games. Managing to come out in top place in the Prep. School League, they entered the city playdowns, where they lost a two game series to North Toronto Collegiate. This final defeat was due in good measure to erratic play caused by lack of experience and game stability in a contest against the highly efficient Toronto veterans.

The highlight of the season from some points of view was the overnight trip to London. There the Pickering team played a game with the London All Star Collegiate team, were entertained at a dance and finally bedded and boarded by various London families. Although the game was lost it was well contested and noteworthy for its good sportsmanship and the fine

officiating provided. The Pickering boys would like to say "Thank you" again for a delightful visit.

From the standpoint of team development and the progress of individual players the season was eminently satisfactory. Co-operation and team play were stressed and individual initiative only encouraged when it enhanced the working of the team as a whole. The boys came to like this system and several very fine players were developed.

The captain this year was Don Dewar. Supporting him were the old guard of Cornell and Frosst, strengthened by newcomers Mossop, Detwiler, Cooper, Gill and Proctor. In every way the team was a credit to its personnel and to the school.

Intramural Plan

THIS FOURTH YEAR of the all-year intramural plan has been most successful. There has been doubt all year as to the final outcome and the final standing was decided by the last event of the Sports Day events.

The sports played, when listed, look like an Olympic programme. The youngsters of the Prep. Department played less highly organized games than those for the older boys, but there was plenty of colour to them. These youngsters are getting early experience that will make them future greats for the Blue and Silver.

During the winter term four or five different sports would be played in the gym in one afternoon and as many as fifty different students would take part. At the same time a hockey game would be on in the rink.

The spring term was even more varied in its activity. Lacrosse was kept alive. Softball, tennis, archery and preparation in track and fields events all went on at the same time. The climax of the intramural programme was Sports Day. Practically every student took part in the events for the occasion. An outstanding feature of the day was the fine spirit and excellent sportsmanship and obvious fun amongst the competitors.

Games and sports played for good fun have a value in giving people experience in democratic living. Games and sports are a tradition in the democracies and especially with British democracy. Pickering has favoured a games programme all along. It will be our purpose to continue the games programme. The intramural programme will be the chief means of doing so during the next year since games with other schools will be greatly limited due to transportation restrictions. The traditions of sport at Pickering will be carried on. New students will burnish the banner made bright by the hundreds of players who have gone before. New records will better old ones but the same spirit of "struggling with friendly foes" will remain.

Sports Day 1942

THE ANNUAL SPORTS DAY, held this year on May 30th, was marked by exceptionally keen competition between the intra-mural teams, the Reds, the Blues and the Silvers. We were a bit concerned in the previous rainy week as to what the weather conditions would be; but, although we retired on a cloudy night May twenty-nine, thanks to Wakonda the thirtieth dawned bright and clear and stayed that way until the meet was over, when another week's rain began. On the morning of the day a rehabilitation crew went to work on the grounds, and by noon had them in good enough shape for the events. By two-thirty many guests had arrived, and the school was again honoured by the presence of Sir William Mulock.

Outstanding among the senior contestants were Brandt and Mossop; the former with a ten second hundred yards and the latter with a record breaking hurdle event. In the intermediate class Dutton, Cottrill and Maresch turned in fine performances. Among the Juniors DeMille and K. Warren were standouts.

The real highlight of the meet this year was the introduction of a Midget and a Bantam class comprising the personnel of the Preparatory department. The little fellows got a lot of fun out of the day and competition in the Bantam obstacle race was just as keen as in the Senior mile.

Some names have been mentioned for individual performances but the real interest and value of the day lay in the splendid spirit of co-operation between the members of the various teams and in the fine sportsmanship shown by the contestants even when the scores were close and a point or two might decide the year's intramural winner.

Thanks and appreciation go to Mr. Blackstock and his staff for the tireless labour and unflagging interest which made the day possible.

The Minor Teams

BESIDES THE TEAMS listed above the College has many smaller teams in each of the sports. We are sorry that space does not permit a record of each team to be printed; but we assure the players who, on the minor teams, carried the school colours so well that we are none the less proud of their effort despite the fact that we can give them no further recognition than this poor note.

ED.

The Craft Shop

THE CRAFT SHOP is not a great architectural triumph. There is no scenic entrance and the machinery is not the latest or the best, but many boys have learned that ageless art of how to use their hands to fashion wood and metal.

Most of the fellows who use the craft shop are boys who are not actively interested in sports and if it were not for the craft shop they would be left with practically nothing to do. The craft shop also enables boys to make practically anything they wish much cheaper than it could be bought.

With resources of our shop, different boys have made canoes, sea-fleas, paddles; all types of furniture, such as lamps, ash trays, chairs and desks; many kinds of jewelry such as rings, bracelets, necklaces, compacts and cigarette cases, arrows, baseballs, bats and even shoes.

The arts learned by boys in the craft shop will serve them in after life and give them a fuller knowledge of the value of work done by hand.

TRINITY COLLEGE

in the

UNIVERSITY OF TORONTO

Trinity College, federated with the University, is one of the Arts Colleges of the University and includes:

1. A Faculty of Arts providing instruction for students in classes of limited size in all subjects taught by the colleges.
2. The full advantages of Federation with the University, instruction by its professors, qualification for its scholarships and degrees, with its Library, Laboratories and Athletic facilities and membership in Hart House.
3. A Faculty of Divinity in which Trinity exercises its University powers of conferring degrees and prepares candidates for the ministry of the Church.

A new residence for men students was opened in September 1941 at Trinity College.

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For information concerning Scholarships, Exhibitions, Bursaries, etc., address the Registrar, Trinity College, Toronto 5.

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